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ABSTRACT

This volume is the latest in a series of reports that the Educational Research Service compiles every 5 years to provide comprehensive demographic data relevant to educational analysis, projection, and planning. It provides data pertaining to the size and composition of current and future student populations, as well as other demographic factors. Detailed highlights are presented at the beginning of each chapter. Chapter 1 provides an overview of trends and projections in the school-age population of the United States--nationally, regionally, and by state. Chapter 2 describes national enrollment trends and projections from 1979-2004. Information about high school graduation and dropout rates is provided in the third chapter. Data related to children and families living in poverty is presented in chapter 4. The fifth chapter describes the changing racial and ethnic composition of the school-age population and examines differences in educational attainment and poverty rates by race/ethnicity. Chapters 6 and 7 offer profiles of the major racial and ethnic groups in the United States and data on legal immigrants, such as countries of origin, poverty, and dropout rates. Data on Limited English Proficient (LEP) children--their languages of origin and level of educational attainment--are presented in the eighth chapter. Chapter 9 provides information on family structure and birth factors, such as the number of parents in the home, parents' marital status, fertility rates for various demographic groups, and teenage pregnancy rates. Preschool-age population trends and composition are described in the final chapter. A total of 29 tables and 93 figures are included. The appendix contains statistical notes. Contains 62 references. (LMI)

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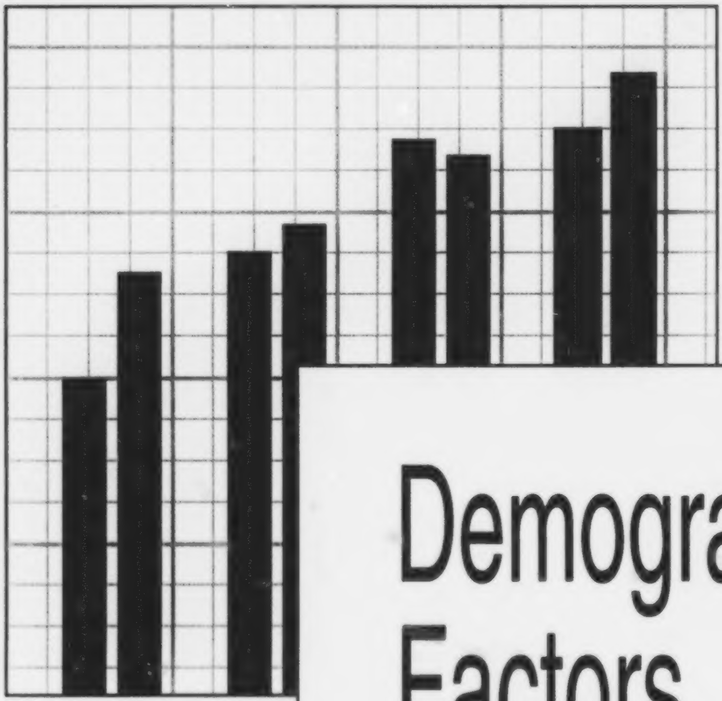

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Foreword

This volume, *Demographic Factors in American Education,* is the latest in a series of reports that the Educational Research Service produces every five years to provide comprehensive demographic data relevant to educational analysis, projection, and planning. The purpose of this report is to give educational leaders, public officials, and other concerned persons the most reliable data available pertaining to the size and composition of current and future student populations, as well as other demographic factors related to educational challenges and issues.

Because the United States is a large and diverse country, national statistics can obscure as much as they reveal. Therefore, specific regional and state data are presented wherever possible, in order to provide school officials and others with the most relevant information available. Certainly, demographic trends vary greatly among school districts; this report is intended to provide a national context and, where possible, a state context for local school district analysis and planning.

The scope of the report goes beyond simple school population projections; it also contains demographic data in a variety of areas that affect the character and support of education in the United States. Detailed highlights of these demographic data are presented at the beginning of each chapter. The following are some of the more significant trends documented:

- The top news is that the U.S. Bureau of the Census has dramatically increased its projections of the school-age population. The number of school-age children and youth is now expected to grow by 19 percent between 1990 and 2005, and to increase by 33 percent between 1990 and 2030.
- This major increase in school-age children and youth stands in sharp contrast to the mere 4 percent growth between 1990 and 2005 that was projected by the Census Bureau just five years ago.
- The Census Bureau attributes the change in expected numbers of school-age population to: 1) increases in fertility rates, 2) increases in the number of women of child-bearing age, and 3) increases in net immigration.
- The over-65 population is growing even more rapidly than the school-age population, and the senior group is expected to surpass the school-age group in numbers at about the year 2020. This suggests the strong possibility of increased competition between these two groups for limited financial resources.
- The number of children living in poverty is high and continues to grow. Children under age 18 are more likely than the general U.S. population to live below the poverty line. The situation is most discouraging for younger children; fully one quarter of all U.S. children under age six lived in poverty in 1992.

- The racial/ethnic composition of the school-age population is changing. In the future, white children will comprise a smaller proportion of all school-age children in the U.S. (falling below half by the year 2030), while the proportion of black children will grow slightly, and the proportions of Hispanic and Asian/Pacific Islander children will grow significantly.
- The percent of children who live in single-parent homes has risen greatly over the last two decades. This trend takes on special significance when one considers that children in mother-only homes (which comprise the great majority of single-parent homes) are five times more likely to live below the poverty line than are children in two-parent homes.
- The number of children and youth who have limited English proficiency has been growing rapidly, with most of these children concentrated in certain states and certain school districts within the states.

These and other demographic factors and trends reported in this volume create many challenges — as well as many opportunities — for American educators and for American society as a whole. ERS believes that the detailed and comprehensive data contained in *Demographic Factors in American Education* will provide the national and state context for local school district understanding and planning, and thereby assist in the ongoing efforts to address effectively many of the educational challenges confronting our nation.

ERS expresses appreciation to the many researchers and demographers in governmental agencies and in private organizations whose assistance was so important to the compilation of this report.

Glen Robinson
Director of Research
Educational Research Service

Chapter 1: The School-Age Population

Chapter Highlights:

This chapter presents an overview of trends and projections in the school-age population of the United States: nationally, regionally, and state-by-state. The chapter also includes a profile of demographic characteristics of the current school-age population.

- The U.S. Bureau of the Census has dramatically changed its projections of the school-age population. The total school-age population is projected to grow by almost 19 percent between 1990 and 2005, and by 33 percent between 1990 and 2030. In 1989, the Census Bureau had projected an increase in the school-age population of less than 4 percent between 1990 and 2005, and a *decrease* of 5 percent between 2000 and 2025.
- These dramatic changes in the projected school-age population of the nation hold many implications for schools and for educational planners.
- When trends in the school-age population are analyzed by three age groups — elementary, middle, and high school students — the analysis reveals different patterns of increase and decrease for each group.
- The growth of the school-age population is expected to be overtaken by the growth of the over-65 population in the not-too-distant future. The senior group is expected to surpass the school-age group in numbers at about the year 2020. This suggests the strong possibility of increased competition between the population of senior citizens and the population of school-age children for limited financial resources.
- The Census Bureau has identified the following characteristics of the school-age population in 1992:
  - — 72.6 percent lived in two-parent homes.
  - — 45.9 percent had parents who had obtained more than a high school diploma; 35.6 had parents who had obtained just a high school diploma; and 18.6 percent had parents with less than a high school diploma.
  - — 21.1 percent lived in poverty.
  - — Compared with children in two-parent families, children who lived in mother-only homes were at greater risk of such negative factors as having a parent with little education, having a parent who was unemployed, and living below the poverty level.
- In 1993, 35 percent of the school-age population lived in the South, 24 percent in the Midwest, 22 percent in the West, and 18 percent in the Northeast. The Census Bureau projects a gradual population shift to the Western region, so that by 2020, the West will have 27 percent of the total school-age population, the South 35 percent, the Midwest 22 percent, and the Northeast 16 percent.

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National School-Age Population Trends and Projections

School enrollments are largely determined by the size and composition of the total school-age population. For this reason, information about the school-age population can inform school planning.

To provide a context for school-age population growth comparisons, we can look briefly at the nation's total population in all age groups. The total population is expected to increase from 249.4 million in 1990 to 276.2 million at the turn of the century, and to reach almost 350 million by 2030 (U.S. Bureau of the Census 1993a, xvi). (See Table S-1, page 13.)

Regarding the school-age population (ages 5-17), the nation is presently experiencing the first stages of an 8.5 million-person increase over the next 15 years, according to current Census Bureau projections. The school-age population is projected to increase from 45.3 million in 1990 to 53.8 million in 2005, an increase of almost 19 percent. After a decade of no substantial growth, the school-age population is then projected to grow to 60.3 million by 2030. Over the whole period from 1990 to 2030, the growth in the school-age population is projected to be 33 percent (U.S. Bureau of the Census 1993a, xvi).

These most recent Census Bureau projections stand in sharp contrast to those made five years ago, when the school-age population was projected to grow only 4 percent from 1990 to 2005, and to *decrease* 5 percent from 2000 to 2025 (U.S. Bureau of the Census 1989, 38-88). The Census Bureau cites three major reasons for the change:

- increased fertility rates;
- increases in the number of women of child-bearing age; and
- increases in net immigration (U.S. Bureau of the Census 1993a, xxix-xxxiii)

Figure S-1 on page 3 shows the old and new Census Bureau projections for the school-age population from 1980 to 2030. Table S-1 on page 13 provides data points for this figure.

Age-Group Composition of the School-Age Population

Breaking the school-age population into its component age groups can provide valuable information to educators. Three age groups — ages 5-9, 10-13, and 14-17, corresponding to the elementary, middle, and secondary school levels — are used in this report to provide detail about the school-age population whenever these age grouping data are available; otherwise, groupings as close to the 5-17 age group as possible are reported (e.g., 5-19). Figure S-2 on page 4 shows estimates and projections for these age groups for selected years from 1980 to 2030 (U.S. Bureau of the Census 1993a, xvi, 12, 16, 26, 36-46; 1993b, 15).

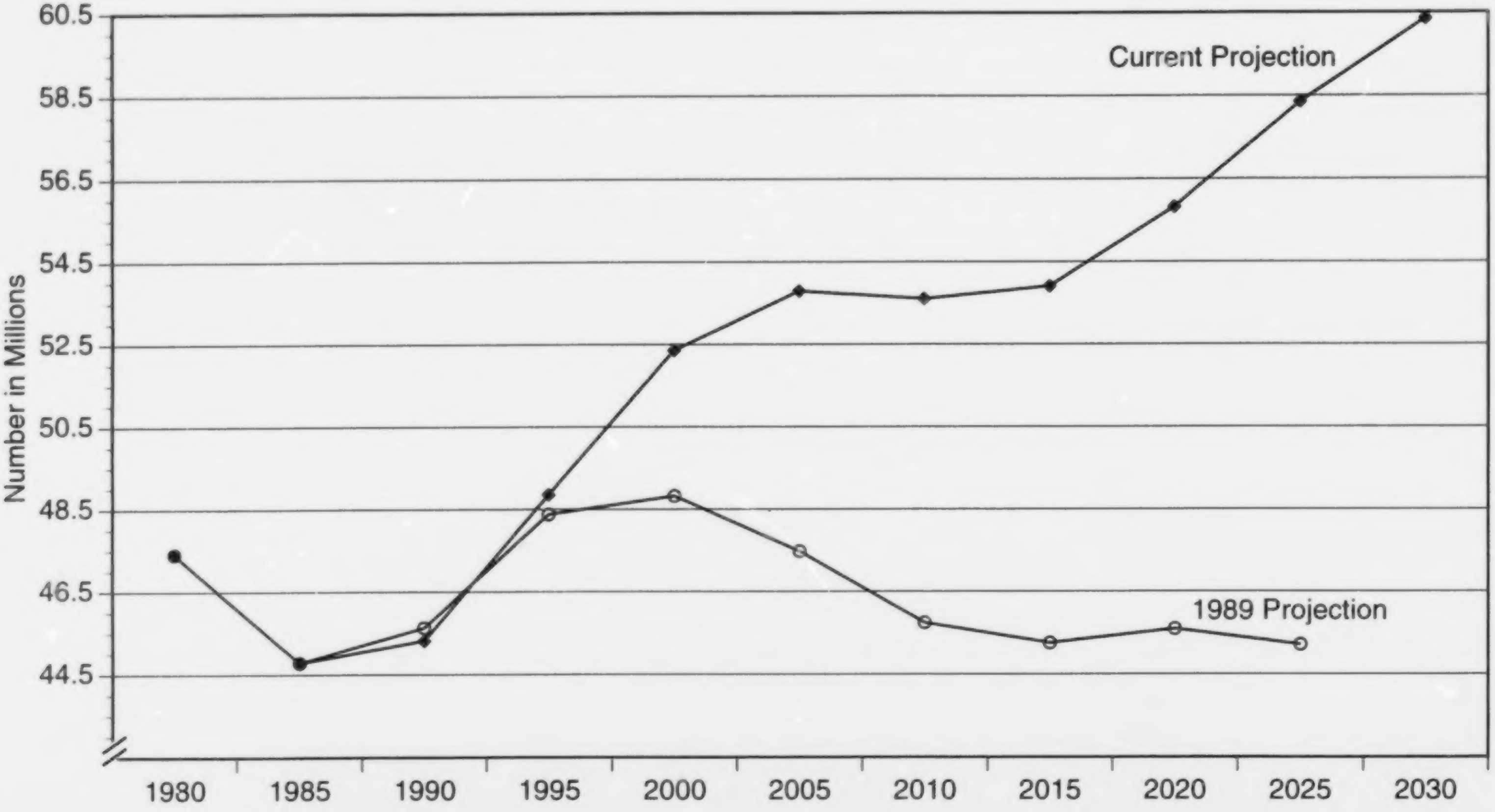
5-9 Year Olds —

The 1993 population of 5-9 year olds was 18.6 million. This age group represents about 40 percent of the total school-age population in most of the years projected.

The number of 5-9 year olds is projected to increase rapidly until the turn of the century, with 20.5 million children of this age projected for the year 2000. Following a small decline in the population between the years 2000 and 2010, growth is projected to resume through the years 2015 to 2030, with a high of 22.8 million 5-9 year olds projected for 2030.

Figure S-1

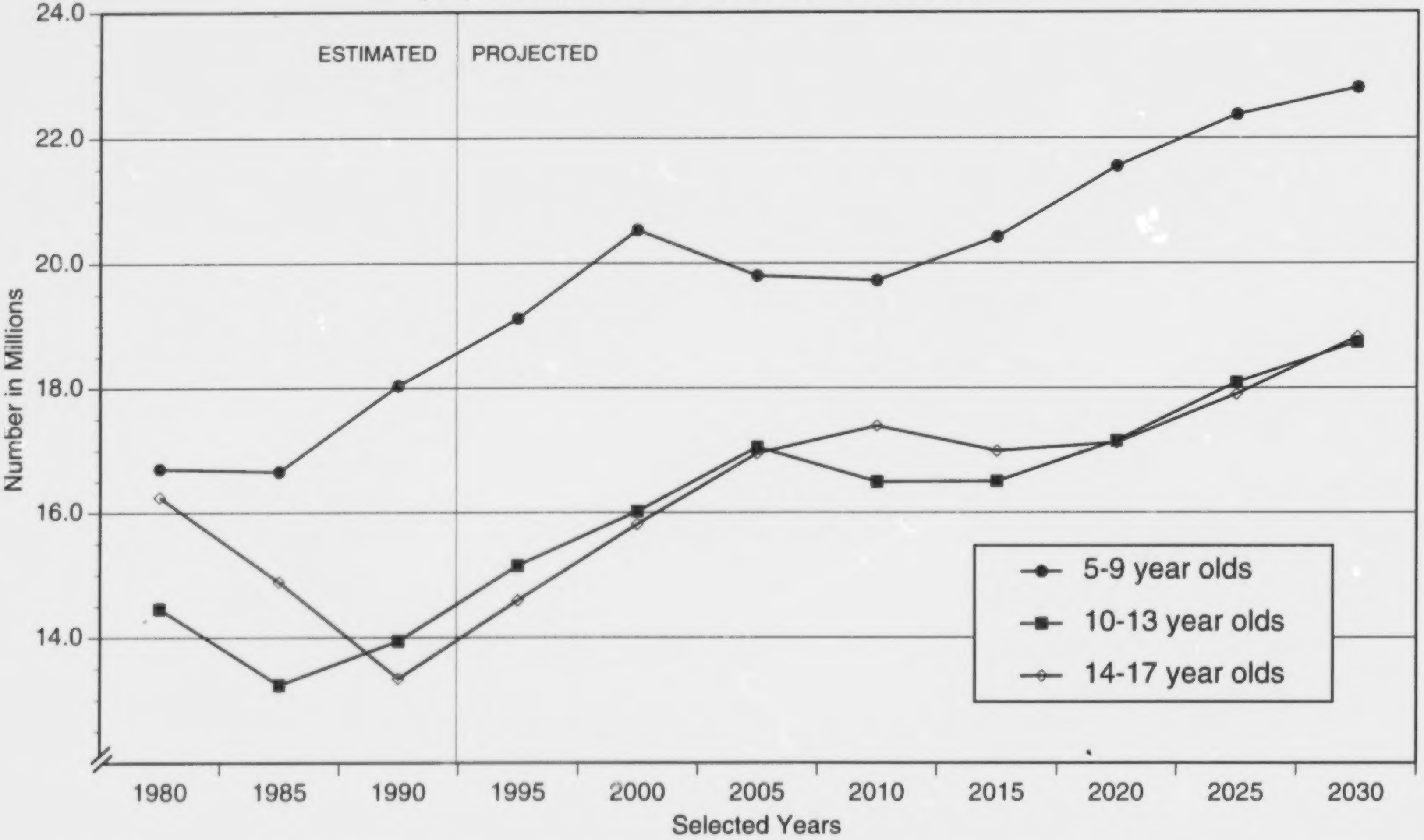
Estimated and Projected School-Age Population (Ages 5-17) for Selected Years: 1980 to 2030 Comparison of Census Bureau Old (1989) and New (1993) Projections



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. xvi. U.S. Bureau of the Census (1989), *Projections of the Population of the United States, by Age, Sex, and Race: 1988 to 2080*, pp. 38-88.

Figure S-2

Estimates and Projections of the School-Age Population of the United States, by Age Groups, for Selected Years: 1980 to 2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 12, 16, 26, 36-46. U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p.15.

10-13 Year Olds —

The 10-13-year-old age group is projected to increase steadily through 2005, experience a brief decline from 2005 to 2010, and then begin to grow again through 2030. The 1993 population of 10-13 year olds was 14.8 million. The projected change through 2010 will take this population to 16.5 million, an 11.5 percent increase. The projected number of 10-13 year olds for the year 2030 is 18.7 million, a 26.4 percent increase over 1993.

14-17 Year Olds —

The estimated and projected population trend for 14-17 year olds follows that of the 10-13-year-old age group, with some exceptions. The projected growth through 2005 of the 14-17 year old population is slightly steeper than that of 10-13 year olds, and the population decline for this age group occurs later (from 2010 to 2015). After 2020, the 10-13 and 14-17 year old age groups are projected to grow at the same rate and contain about the same number of children and youth.

Based on these projections, there will be 17.4 million 14-17 year olds by 2010, an increase of 3.6 million over the 1993 level of 13.8 million. By 2030, the number of 14-17 year olds is projected to reach 18.8 million.

Competition with Other Age Groups

Although the school-age population is projected to grow in number, it will decline slightly as a percentage of the nation's total population. Figure S-3 on page 6 compares the projected size of the school-age population with that of the total population in the nation. The school-age population is not projected to exceed the 1980 high point of 20.9 percent of the total population. In fact, the school-age population is projected to decline to 18.7 percent of the total population by 2005, and to 17.2 percent by 2015 (U.S. Bureau of the Census 1993a, xvii; 1993b, 15).

Comparison with Other Dependent Groups —

Since the school-age population is a dependent group, relying on the working population for support, it is important to examine other dependent age groups that may be in competition for available resources. Two other age categories can be considered as requiring resources: children under five years old, and persons 65 years and older. Figure S-4 on page 6 presents population estimates and projections for both of these groups compared with the school-age population for selected years from 1980 to 2030 (U.S. Bureau of the Census 1993a, 16, 26, 36-46; 1993b, 15).

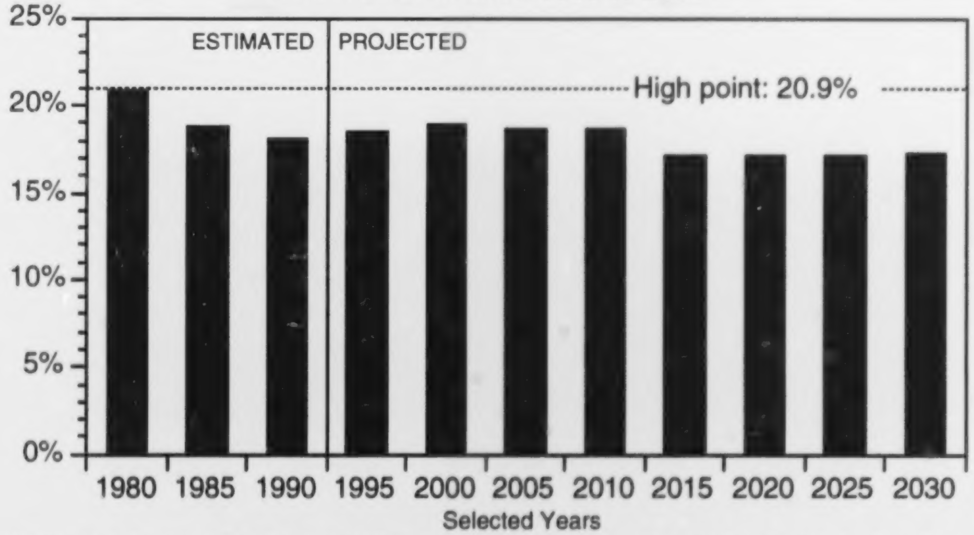
Children Under Five Years Old — The 19.9 million children under five in the United States in 1993 will decline slightly to 19.4 million by the turn of the century, and only begin to slowly increase after 2010. The maximum projected number of children under age five is 22.7 million by 2030, representing a 14.1 percent increase over 1993 levels.

65 Years Old and Over — The population 65 years old and over is projected to increase steadily through 2005 and then to increase dramatically. In about 2020, the number of persons in this age group is expected to surpass the number in the total school-age population.

The number of persons 65 years old and over in 1993 was 32.6 million; this number is projected to reach 35.3 million at the turn

Figure S-3

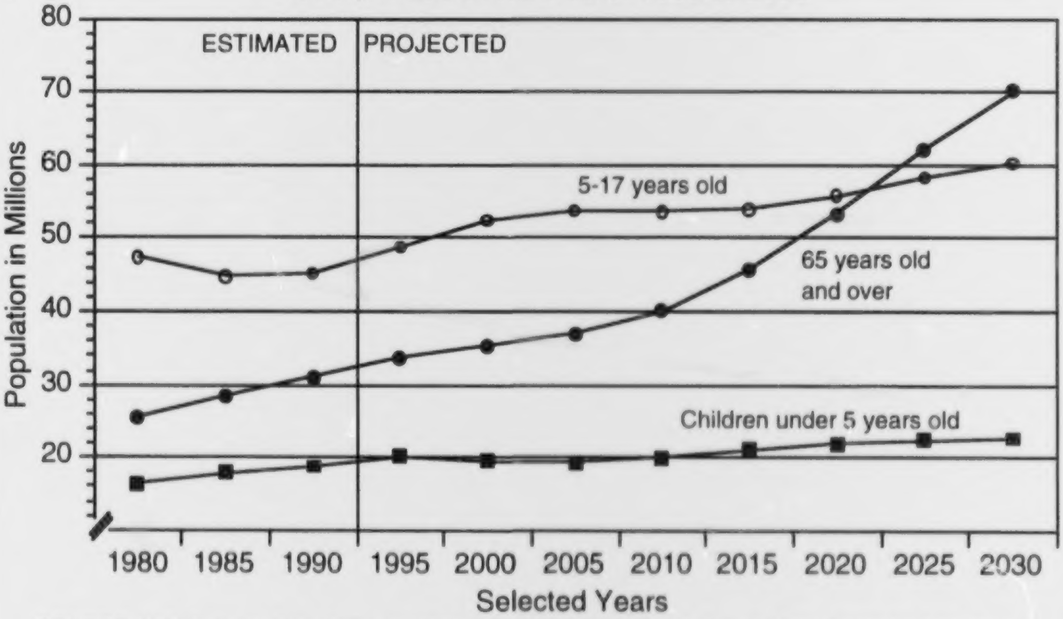
School-Age Population as a Percentage of the Total Population, for Selected Years: 1980 to 2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. xvii. U.S. Bureau of the Census (1993), *Statistical Abstract of the United States*, p. 15.

Figure S-4

U.S. Population Under 5 Years of Age, 5-17 Years Old, and 65 Years Old and Over, for Selected Years: 1980 to 2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 16, 26, 36-46. U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 15.

of the century, 53.3 million by 2020, and 70.2 million by 2030. Over the entire period, this represents a 115 percent increase in the number of persons 65 years old and over.

Competition for Resources —
The increase in the number of persons age 65 and over suggests that there will be increasing competition between this group and school-age children for the nation's limited resources. However, this depends on the level of resources available.

A measure of potential competition for resources is the dependency ratio, which indicates how many children and elderly there will be for every 100 people of working age (between 18 and 64 years) (U.S. Bureau of the Census 1993a, p. xv). Figure S-5 presents dependency ratios for selected years from 1980 to 2030, for the 65-and-over age group and for persons under 18. The total dependency ratio is also shown.

The overall burden on those in the work force (ages 18-64) is projected to increase slightly through 1995, and then decline through the turn of the century until the year 2010. Between 2010 and 2020, however, demand for resources is projected to begin increasing. By 2030, the projected dependency ratio of 77.9 may be truly burdensome.

The increased demand does not come from the under-18 population, whose dependency ratio is expected to decline after 2000 and not reach recent levels again until 2030. Rather, the demand will come from those 65 years and over; the dependency ratio remains steady for this group until 2010, but the demand for resources by this group is projected to increase heavily after this point in time. By 2030, the dependency ratio for this group will have risen by 14.8 percentage points over the ratio in the year 2000. This upswing in the dependency ratio signals a probable future of intense competition for resources in education.

Selected Characteristics of the School-Age Population

Information on selected characteristics of the school-age population (defined here as ages 6-17, rather than ages 5-17) in 1992 are presented in Figure S-6 on page 8 (U.S. Bureau of the Census 1992, 29-32). The figure shows data for children living with one or both parents. Children living with neither parent represented only 3.1 percent of

Figure S-5
Number of Dependents Per 100 Persons in Work Force (Ages 18-64): 1980 to 2030

Year	Total Dependents	Persons Under 18	Persons 65 Years and Over
(Estimates)			
1980	64.9	46.2	18.7
1990	62.0	41.7	20.3
(Projections)			
2000	63.3	42.4	20.9
2010	60.9	39.4	21.5
2020	67.3	39.9	27.4
2030	77.9	42.2	35.7

SOURCE: U.S. Bureau of Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, p. xv.

Figure S-6 — Selected Characteristics of the School-Age Population (Ages 6-17): 1992

	Children Ages 6 to 17 by Parents Living at Home					
	One or Both ParentsΔ		Both Parents		Mother Only	
CHARACTERISTIC	Number*	Percent†	Number*	Percent†	Number*	Percent†
Total Population	41,277	100%	29,953	100%	9,915	100%
AREA OF RESIDENCE						
Inside metropolitan area	31,357	76.1%	22,250	74.3%	8,066	81.4%
1,000,000 or more	17,131	41.6%	11,864	39.6%	4,751	47.4%
Central city	6,435	15.6%	3,662	12.2%	2,536	25.6%
Not in central city	10,696	25.9%	8,203	27.4%	2,220	22.4%
Under 1,000,000	14,227	34.5%	10,386	34.7%	3,315	33.4%
Central city	5,074	12.3%	3,144	10.5%	1,696	17.1%
Not in central city	9,153	22.2%	7,243	24.2%	1,619	16.3%
Outside Metropolitan Area	9,920	24.1%	7,702	25.7%	1,849	18.6%
EDUCATION OF PARENT						
Less than 9th grade	2,924	7.1%	1,968	6.6%	819	8.3%
9th to 12th grade, no diploma	4,748	11.5%	2,561	8.6%	2,006	20.2%
High school graduate (including equivalency)	14,692	35.6%	10,498	35.0%	3,693	37.2%
Some college, no degree or associate degree	10,081	24.5%	7,248	24.2%	2,471	24.9%
Bachelor's degree	5,401	13.1%	4,571	15.3%	671	6.8%
Graduate or professional degree	3,431	8.3%	3,106	10.4%	254	2.6%
PARENT EMPLOYMENT STATUS						
In the labor force	35,253	85.5%	27,364	91.4%	6,660	67.2%
Employed	32,760	79.5%	25,806	86.2%	5,821	58.7%
Both Parents EmployedΔΔ	17,751	43.1%	17,751	59.3%	-	-
Full time	29,874	72.5%	24,225	80.9%	-	-
Part time	2,884	7.0%	1,581	5.3%	1,201	12.1%
Unemployed	2,494	6.0%	1,558	5.2%	846	8.5%
Not in the labor force	5,461	13.2%	2,044	6.8%	3,249	32.8%
FAMILY INCOME						
Under $10,000	5,205	12.6%	1,161	3.9%	3,844	38.8%
$10,000 to $19,999	5,848	14.2%	2,984	10.0%	2,599	26.2%
$20,000 to $29,999	6,078	14.7%	4,176	13.9%	1,568	15.8%
$30,000 to $39,999	6,018	14.6%	4,811	16.1%	969	9.8%
$40,000 to $49,999	5,418	13.1%	4,799	16.0%	474	4.8%
$50,000 and over	12,710	30.8%	12,020	40.1%	460	4.6%
Mean Income**	$39,739	-	$47,479	-	$17,639	-
Median Income**	$33,659	-	$41,429	-	$11,907	-
Percent below poverty level**	-	21.1%	-	10.4%	-	53.4%
Percent below 125% of poverty level**	-	26.7%	-	15.5%	-	60.8%
NUMBER OF SIBLINGS IN HOUSEHOLD						
None	6,261	15.2%	3,539	11.8%	2,223	22.4%
One	16,665	40.4%	12,557	41.9%	3,535	35.7%
Two	11,133	27.0%	8,478	28.3%	2,418	24.4%
Three	4,470	10.8%	3,391	11.3%	1,001	10.1%
Four or More	2,749	6.7%	1,988	6.6%	737	7.4%
Mean number of siblings**	1.45	-	1.49	-	1.39	-

ΔIncludes homes with both parents, with mother only, and with father only. Does not include homes of children living with neither parent. *Numbers are in thousands. †Percents based on total population in column. **Data are for persons under 18, not 6-17. ΔΔEither full-time or part-time employment.

SOURCE: U.S. Bureau of the Census (1992), *Marital Status and Living Arrangements: March 1992*, pp. 29-32.

the 6-17 year old population in 1992, and are not shown in the figure or included in the totals discussed here (U.S. Bureau of the Census 1992, 21).

Of all children ages 6-17 living in families in 1992, 72.6 percent lived in two-parent homes; 24.0 percent lived in mother-only homes, and 3.4 percent lived in father-only homes. Among children living in single-parent homes, 87.6 percent were in mother-only homes and 11.6 percent were in father-only homes. Father-only homes are included in the totals for the first column ("One or Both Parents"), but are not shown separately.

In 1992, 18.6 percent of school-age children lived with parents who had less than a high school education; 35.6 percent lived with parents who had only a high school diploma; and 21.4 percent lived with parents who had earned at least a bachelor's degree. In mother-only homes, parents were more likely to have less than a high school education (23.5 percent), and were less likely to have earned at least a bachelor's degree (9.4 percent).

Data on parental employment status show that 85.5 percent of school-age children lived in homes where the parents were in the work force in 1992 — 91.4 percent of those in two-parent homes, and 67.2 percent of those in mother-only homes. The unemployment rate was higher for mother-only homes, 8.5 percent, compared to 5.2 percent for two-parent homes and 6.0 percent for all family types.

The median family income for all children ages 6-17 in 1992 was $33,659. The median income for two-parent homes was higher, at $41,429, and the median income for mother-only homes was much lower, at $11,907. Of all children ages 6-17, 21.1 percent lived below the poverty line in 1992. This figure was 10.4 percent for children in two-parent homes, and 53.4 percent for children in mother-only homes.

Regional Population Projections

In the year 1993, 35 percent of the school-age population (ages 5-19) lived in the South, 24 percent lived in the Midwest, 22 percent lived in the West, and 18 percent lived in the Northeast. (See Figure S-7, page 10.)

Over the next 30 years, these distributions are expected to shift slightly, with the West gaining and the Northeast and Midwest losing population. In the year 2020, Census Bureau projections show 35 percent of the school-age population living in the South, 27 percent in the West, 22 percent in the Midwest, and 16 percent in the Northeast (U.S. Bureau of the Census 1994, 24-37).

State Population Projections

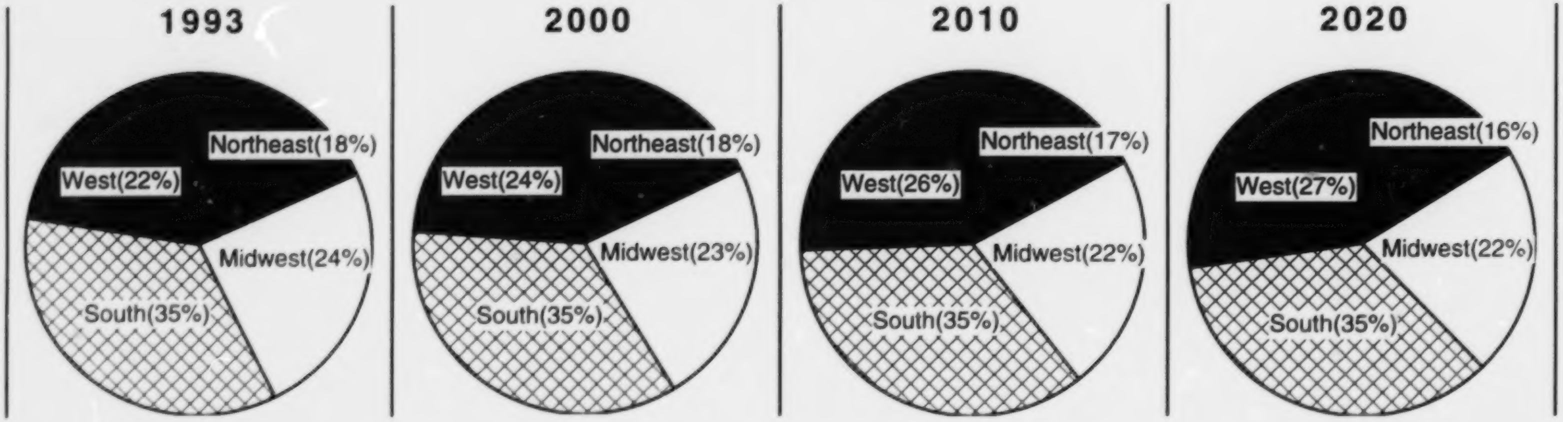
Table S-2 on page 14 shows state-by-state projections for three different age groups — 5-9, 10-14, and 15-19 — for selected years from 1993 to 2020. Table S-3 on page 15 shows children ages 5-19 as a proportion of all persons projected to be living in the states from 1993 to 2020 (U.S. Bureau of the Census 1994, 24, 28, 32, 36).

The data in Table S-3 are illustrated in Figure S-8 (pages 11-12). Most states are projected to drop in the proportion of the population represented by the 5-19 year old age group from 1993 to 2020. These state-by-state trends reflect the national trend mentioned earlier.

Figure S-7

Regional Population Projections, Ages 5-19, by Percentage, Number, and Age Groups, for Selected Years

Percentage by Region



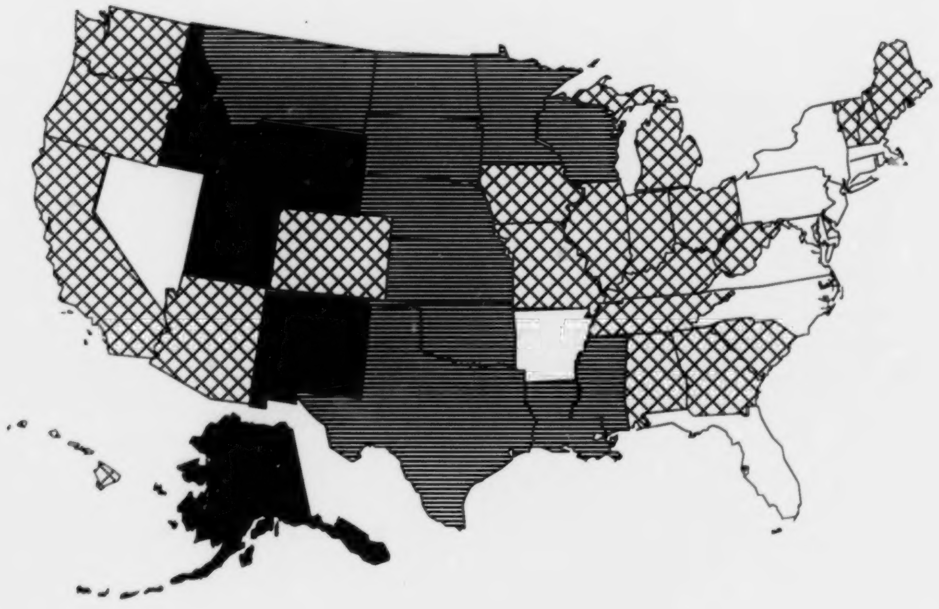
Number (in thousands)

Northeast	9,910	Northeast	10,816	Northeast	10,769	Northeast	10,465
Midwest	13,190	Midwest	14,092	Midwest	14,007	Midwest	13,907
South	18,893	South	21,014	South	22,010	South	22,606
West	12,164	West	14,394	West	16,059	West	17,569

SOURCE: U. S. Bureau of the Census (1994), *Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2020*, pp. 24-37. Calculations by ERS.

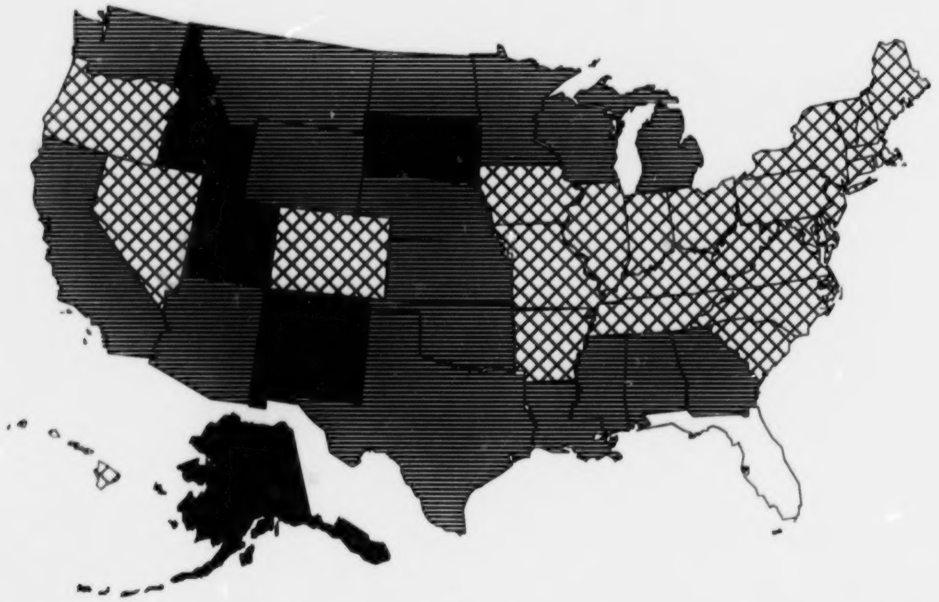
Figure S-8 – Children Ages 5-19 as a Percentage of All Persons, State Data for Selected Years

1993



■ 24.0% or higher ▤ 23.9% - 22.0% ☒ 21.9% - 20.0% ☐ Under 20.0%

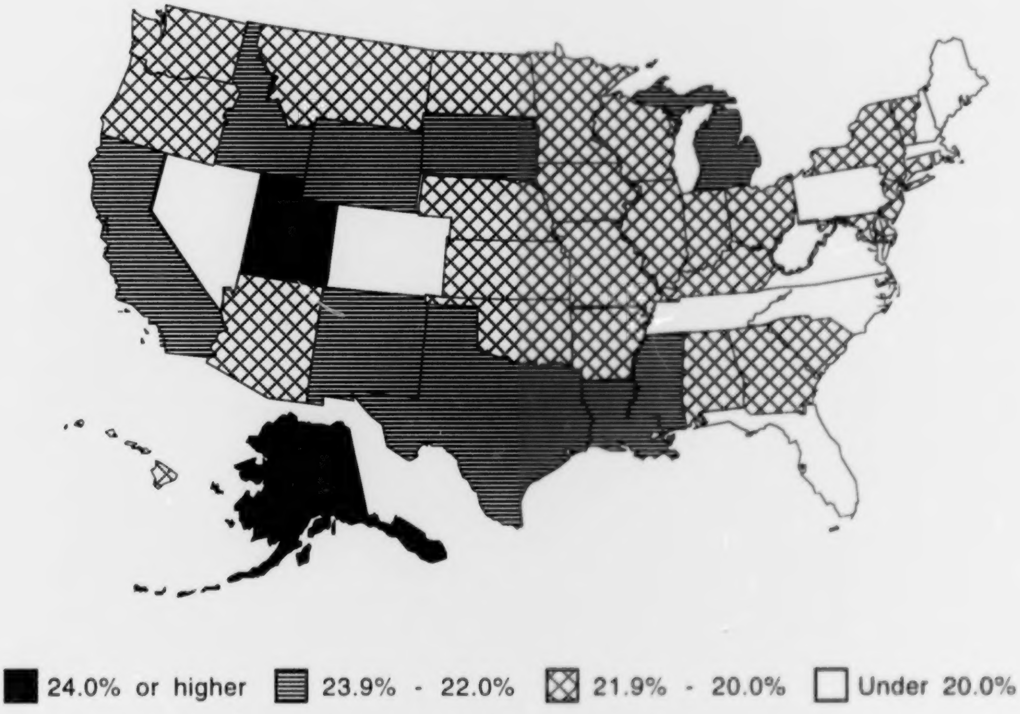
2000



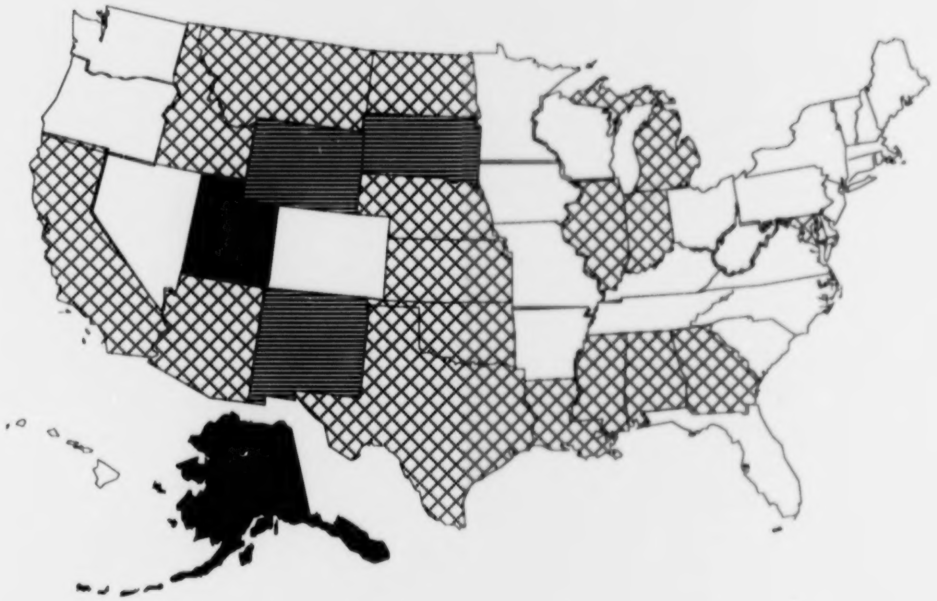
SOURCE: U. S. Bureau of the Census (1994) *Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2020*, pp. 24, 28, 32, 36. Calculations by ERS.

Figure S-8 – Children Ages 5-19 as a Percentage of All Persons, State Data for Selected Years (continued)

2010


■ 24.0% or higher
▤ 23.9% - 22.0%
▨ 21.9% - 20.0%
☐ Under 20.0%

2020



SOURCE: U. S. Bureau of the Census (1994), *Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2020*, pp. 24, 28, 32, 36. Calculations by ERS.

Table S-1 – Estimated and Projected Population of the United States, by Number and Percentage, by Age Groups, for Selected Years: 1980 to 2030

Estimated and Projected Total Population of the United States, by Age Groups, for Selected Years: 1980 to 2030

(Numbers are in thousands)

		Age Groups						
Year	Total Population	Under 5	5-9	10-13	14-17	Ages 5-17	65+	Prior 5-17 Proj.*
Estimated								
1980	226,546	16,348	16,700	14,459	16,247	47,406	25,550	47,406
1985	237,924	17,842	16,655	13,238	14,888	44,781	28,415	44,781
1990	249,415	18,758	18,035	13,937	13,340	45,312	31,078	45,630
Projected								
1995	263,434	20,181	19,116	15,146	14,591	48,853	33,649	48,373
2000	276,241	19,431	20,531	16,016	15,811	52,358	35,322	48,815
2005	288,286	19,333	19,798	17,045	16,947	53,790	36,970	47,472
2010	300,431	20,017	19,722	16,490	17,388	53,601	40,104	45,745
2015	313,116	21,142	20,418	16,500	16,987	53,905	45,832	45,251
2020	325,942	21,957	21,551	17,151	17,119	55,820	53,348	45,593
2025	338,338	22,372	22,367	18,088	17,897	58,352	62,151	46,212
2030	349,993	22,689	22,794	18,734	18,820	60,348	70,175	-

*Earlier projections made by U.S. Bureau of the Census in 1989.

School-Age Children as a Percentage of the Total Population, for Selected Years: 1980 to 2030

Year	Ages 5-17	Other Ages
1980	21%	79%
1985	19%	81%
1990	18%	82%
1995	19%	82%
2000	19%	81%
2005	19%	81%
2010	19%	81%
2015	17%	83%
2020	17%	83%
2025	17%	83%
2030	17%	83%

SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. xv, xvi, xvii, 16, 26, 36-46.

U.S. Bureau of the Census (1993), *Statistical Abstract of the United States, 1993*, p. 15.

U.S. Bureau of the Census (1989), *Projections of the Population of the United States, by Age, Sex, and Race: 1988 to 2080*, pp. 38-88.

Table S-2 – State Projected School-Age Population (5-19 Years), by Age Groups, Selected Years[1]

STATE	Ages 5-9				Ages 10-14				Ages 15-19			
	1993	2000	2010	2020	1993	2000	2010	2020	1993	2000	2010	2020
U.S.	18,577	20,337	19,723	21,550	18,327	19,966	20,720	21,400	17,248	19,819	22,397	21,598
AL	292	342	330	353	306	323	354	356	308	328	379	364
AK	56	64	66	76	50	59	63	71	42	54	61	64
AZ	299	351	344	386	287	336	356	379	262	326	386	376
AR	171	185	176	187	182	187	191	195	179	193	207	198
CA	2,386	2,643	2,964	3,513	2,210	2,593	2,978	3,356	2,006	2,489	3,143	3,294
CO	265	289	281	303	258	294	296	305	233	300	327	314
CT	221	236	209	227	203	230	229	226	189	205	244	224
DE	49	56	52	56	47	52	54	55	44	53	60	56
DC	31	25	25	29	28	27	26	29	29	34	38	38
FL	890	976	935	1,033	848	984	999	1,041	791	959	1,101	1,059
GA	504	581	566	625	503	570	602	627	482	559	65[illegible]	636
HI	82	101	108	125	79	88	107	119	75	85	104	113
ID	90	104	107	115	98	104	113	118	91	107	116	116
IL	840	935	866	922	835	877	899	900	783	857	951	889
IN	401	446	413	426	416	429	438	428	409	444	479	442
IA	203	204	190	193	217	209	200	197	200	226	218	204
KS	193	203	201	216	196	198	204	212	177	212	222	217
KY	259	282	262	269	279	276	281	273	279	292	308	284
LA	340	350	349	377	356	340	356	373	331	364	376	375
ME	87	81	76	83	87	88	83	86	82	88	92	87
MD	355	412	390	434	330	387	411	426	296	358	434	416
MA	395	408	345	366	364	413	381	366	347	397	451	397
MI	699	761	706	748	697	728	743	738	662	715	786	735
MN	348	348	330	353	348	362	348	355	304	371	371	353
MS	199	213	200	207	217	209	216	214	212	222	231	220
MO	378	387	368	395	386	394	389	399	356	404	422	403
MT	64	67	68	73	67	69	71	74	62	72	74	73
NE	124	126	122	129	128	128	125	129	116	135	135	130
NV	99	114	113	125	93	116	120	126	82	115	131	130
NH	82	81	75	84	77	86	82	84	69	83	94	87
NJ	524	612	551	589	497	579	603	594	477	511	631	582
NM	134	157	161	182	134	150	165	180	120	143	167	169
NY	1,226	1,333	1,175	1,227	1,172	1,286	1,265	1,228	1,146	1,235	1,397	1,267
NC	463	534	494	533	456	529	540	543	463	524	616	572
ND	48	44	44	48	51	48	46	49	46	53	50	50
OH	784	827	750	769	796	815	792	770	759	821	857	780
OK	238	243	242	265	249	251	256	274	233	266	280	279
OR	217	245	255	289	222	245	267	290	205	247	283	289
PA	802	841	740	761	793	852	812	775	759	840	903	802
RI	66	67	59	64	63	68	65	65	60	69	78	71
SC	258	290	276	299	264	282	293	300	262	287	327	311
SD	58	60	59	64	60	61	61	64	54	64	65	63
TN	342	379	353	376	353	384	386	387	352	393	437	407
TX	1,430	1,594	1,624	1,812	1,415	1,522	1,650	1,762	1,314	1,554	1,760	1,768
UT	177	201	219	238	194	192	218	234	178	208	227	239
VT	41	41	38	41	41	43	41	41	38	45	48	44
VA	443	503	475	516	429	492	511	521	410	479	562	534
WA	393	449	459	518	388	451	486	525	345	446	518	524
WV	113	121	108	108	130	120	121	113	138	129	132	119
WI	380	385	360	374	386	400	382	379	353	414	415	385
WY	38	40	44	49	42	40	45	49	38	44	47	49

[1] Numbers are in thousands. NOTE: Data after 1993 are projections.

SOURCE: U. S. Bureau of the Census (1994), *Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2020*, pp. 24-37.

Table S-3 – State Projected School-Age Population (5-19 Years) as a Percentage of Projected Total State Populations, Selected Years

State	1993	2000	2010	2020
U.S. TOTAL	21.0%	21.8%	20.9%	19.8%
Alabama	21.7%	22.1%	21.9%	20.5%
Alaska	24.5%	25.3%	24.3%	24.4%
Arizona	21.7%	22.8%	21.4%	20.0%
Arkansas	22.0%	21.9%	20.6%	19.3%
California	21.0%	22.1%	22.1%	21.2%
Colorado	21.3%	21.8%	20.1%	18.9%
Connecticut	18.7%	20.5%	20.0%	18.7%
Delaware	20.0%	21.2%	20.4%	19.2%
District of Columbia	15.3%	16.0%	15.4%	15.1%
Florida	18.4%	19.1%	17.5%	16.1%
Georgia	21.7%	22.4%	21.3%	20.0%
Hawaii	20.0%	20.6%	20.6%	19.7%
Idaho	25.4%	24.4%	23.1%	21.8%
Illinois	21.0%	21.9%	21.5%	20.5%
Indiana	21.4%	21.8%	21.2%	20.0%
Iowa	21.9%	21.8%	20.4%	19.6%
Kansas	22.2%	22.5%	21.5%	20.6%
Kentucky	21.6%	21.3%	20.5%	19.2%
Louisiana	23.8%	23.5%	22.5%	21.7%
Maine	20.7%	20.7%	19.2%	18.3%
Maryland	19.8%	21.7%	21.4%	20.3%
Massachusetts	18.5%	20.5%	19.3%	17.7%
Michigan	21.7%	22.5%	22.3%	21.4%
Minnesota	22.1%	22.4%	20.5%	19.6%
Mississippi	23.9%	23.4%	22.2%	20.7%
Missouri	21.4%	21.8%	20.5%	19.5%
Montana	23.1%	22.6%	21.4%	20.5%
Nebraska	22.7%	22.8%	21.3%	20.6%
Nevada	19.9%	20.4%	18.8%	17.8%
New Hampshire	20.4%	21.5%	19.6%	18.2%
New Jersey	19.1%	20.9%	20.8%	19.5%
New Mexico	24.0%	24.7%	23.7%	22.7%
New York	19.5%	21.1%	20.7%	19.5%
North Carolina	19.9%	20.8%	19.8%	18.3%
North Dakota	22.8%	22.6%	20.7%	20.4%
Ohio	21.1%	21.5%	20.6%	19.5%
Oklahoma	22.3%	22.5%	21.1%	20.3%
Oregon	21.3%	21.7%	20.8%	19.9%
Pennsylvania	19.5%	20.6%	19.7%	18.5%
Rhode Island	18.8%	20.4%	19.5%	18.3%
South Carolina	21.5%	21.8%	20.8%	19.4%
South Dakota	23.9%	24.0%	22.7%	22.1%
Tennessee	20.6%	20.9%	19.6%	18.2%
Texas	23.2%	23.3%	22.0%	20.9%
Utah	29.5%	28.0%	27.0%	25.9%
Vermont	20.9%	21.8%	20.4%	19.1%
Virginia	19.8%	20.9%	20.0%	18.7%
Washington	21.4%	22.2%	20.8%	19.7%
West Virginia	21.0%	20.1%	19.6%	18.4%
Wisconsin	22.1%	22.3%	20.6%	19.5%
Wyoming	24.9%	23.8%	22.8%	22.3%

NOTE: Data after 1993 are projections.

SOURCE: U.S. Bureau of the Census (1994), *Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2020*, pp. 24, 28, 32, 36.

Chapter 2: Enrollment Trends and Projections

Chapter Highlights:

This chapter presents national enrollment trends and projections from 1979 through 2004.

The total K-12 enrollment in the nation's public and private schools reached a low point for recent years in 1984, when it numbered 44.9 million students. Enrollment had risen to 48.9 million students by 1993, and is projected to increase steadily through 2004, when it will reach 55.7 million.

Private school students accounted for about 11 percent of total enrollment in 1993; this percentage is projected to remain about the same through 2004.

K-8 enrollment has increased every year since 1984, reached 35.7 million students in 1993, and is projected to reach 39.7 million students in 2004.

Enrollment in grades 9-12 decreased overall between 1980 and 1990 (with a slight increase from 1983-1985). This group numbered 13.2 million in 1993, and is projected to increase to 16.0 million by 2004.

School enrollment figures are closely tied to school-age population figures, but differ because of factors such as public/private school attendance, home schooling, and dropout rates. Table E-1 on page 19 shows school enrollment figures from 1979 through 2004 (National Center for Education Statistics 1993, 8).

K-12 Enrollment

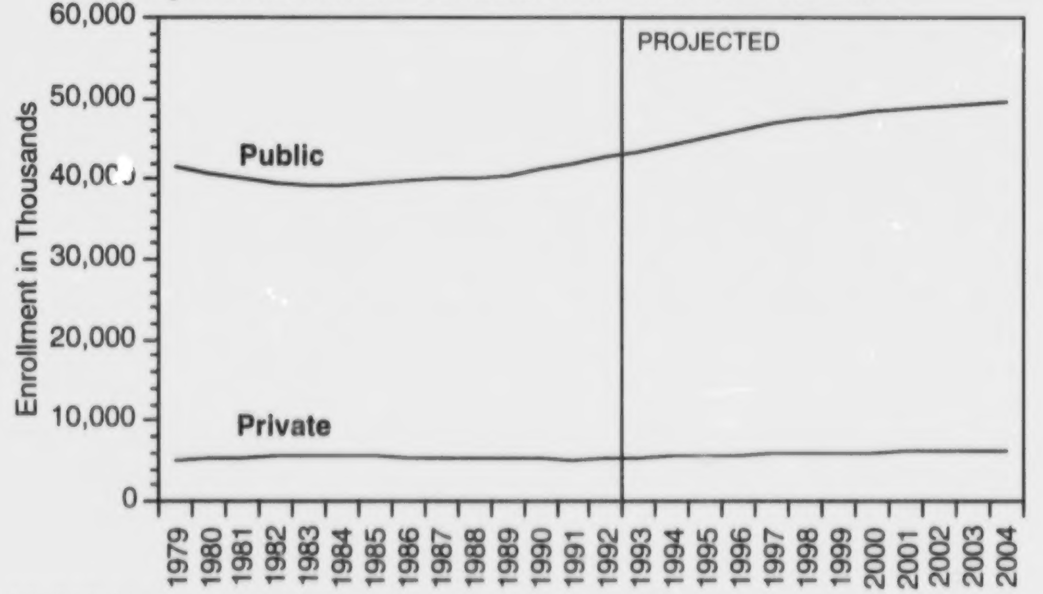
The total K-12 enrollment in the nation's public and private schools has been increasing since the recent 1984 low point of 44.9 million students. The total enrollment for 1993 was projected to be 48.9 million students, an increase of 4 million over the 1984 low point. The number of students is projected to increase steadily through 2004, when it is projected to reach 55.7 million, a 14 percent increase from current levels.

Private school students accounted for 12.7 percent of the total K-12 student population in 1983 and 1984, a high point in recent years. By 1993, the proportion of private school students had fallen to 11.1 percent; this percentage is projected to remain about the same through the year 2004.

Figure E-1 on page 17 shows school enrollment trends and projections from 1979 through 2004, broken down by public/private school enrollment. Figure E-2 on page 17 shows the same data broken down by grade level.

Figure E-1

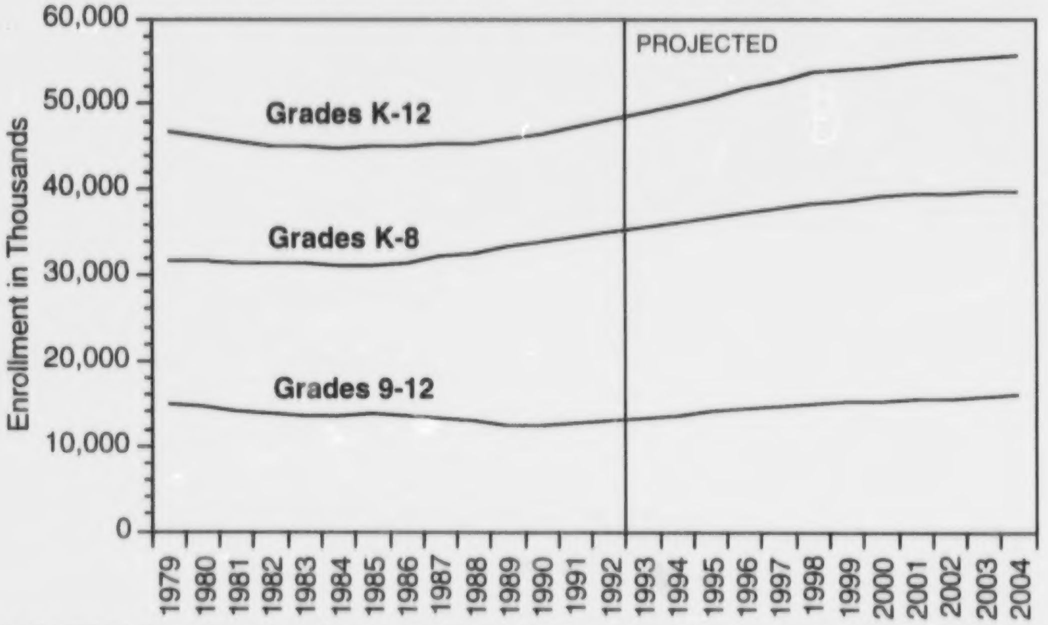
Enrollment Trends and Projections for Grades K-12 in the United States, by Public/Private Schools: Fall 1979 to Fall 2004



SOURCE: National Center for Education Statistics (1993), *Projections of Education Statistics to 2004*, p. 8.

Figure E-2

Enrollment Trends and Projections in Elementary and Secondary Schools, by Grade Level: Fall 1979 to Fall 2004



SOURCE: National Center for Education Statistics (1993), *Projections of Education Statistics to 2004*, p. 8.

K-8 Enrollment

K-8 enrollment has also increased every year since 1984, and was projected to reach 35.7 million students in 1993. By the turn of the century, K-8 enrollment is projected to climb to 39.1 million students, a 24 percent increase since 1980. The projected 39.7 million K-8 students for the year 2004, while representing a small decrease from the prior year's enrollment, will represent a 10 percent growth rate over a decade.

9-12 Enrollment

While K-8 enrollment has increased since the mid-1980's, grade 9-12 enrollment showed an overall decrease from 1980 until 1990 (in spite of a slight recovery from 1983 to 1985). The grade 9-12 enrollment in 1980 was 14.6 million students, which had declined 14 percent to 12.5 million students by 1990. In 1991, the trend began to reverse, and grade 9-12 enrollment in 1993 had reached 13.2 million. The grade 9-12 enrollment is projected to continue to increase every year through 2004, when there will be a projected 16.0 million students in these grades.

Table E-1

Enrollment and Projected Enrollment in Grades K-8 and 9-12 for Public and Private Institutions: Fall 1979 to Fall 2004

(Numbers are in thousands)

Year	Total			Public			Private		
	K-12[a]	K-8[a]	9-12	K-12[a]	K-8[a]	9-12	K-12[a]	K-8[a]	9-12
1979	46,651	31,734	14,916	41,651	28,034	13,616	5,000[b]	3,700	1,300
1980	46,208	31,639	14,570	40,877	27,647	13,231	5,331	3,992	1,339
1981	45,544	31,380	14,164	40,044	27,280	12,764	5,500[b]	4,100	1,400
1982	45,166	31,361	13,805	39,566	27,161	12,405	5,600[b]	4,200	1,400
1983	44,967	31,296	13,671	39,252	26,981	12,271	5,715	4,315	1,400
1984	44,908	31,205	13,704	39,208	26,905	12,304	5,700[b]	4,300	1,400
1985	44,979	31,229	13,750	39,422	27,034	12,388	5,557	4,195	1,362
1986	45,205	31,536	13,669	39,753	27,420	12,333	5,452[c]	4,116	1,336
1987	45,488	32,165	13,323	40,008	27,933	12,076	5,479[c]	4,232	1,247
1988	45,430	32,537	12,893	40,189	28,501	11,687	5,241[c]	4,036	1,206
1989	45,898	33,314	12,583	40,543	29,152	11,390	5,355[c]	4,162	1,193
1990	46,448	33,973	12,475	41,217	29,878	11,338	5,232[c]	4,095	1,137
1991	47,199	34,544	12,655	42,000	30,470	11,530	5,199[c]	4,074	1,125
1992	48,045	35,157	12,888	42,670	30,945	11,725	5,375[c]	4,212	1,163
(Projected)									
1993	48,925	35,727	13,198	43,454	31,447	12,007	5,471	4,280	1,191
1994	49,819	36,170	13,649	44,254	31,837	12,417	5,565	4,333	1,232
1995	50,709	36,668	14,041	45,049	32,275	12,774	5,660	4,393	1,267
1996	51,762	37,311	14,451	45,988	32,841	13,147	5,774	4,470	1,304
1997	52,714	37,940	14,773	46,835	33,395	13,440	5,879	4,545	1,333
1998	53,832	38,398	14,984	47,430	33,798	13,632	5,952	4,600	1,352
1999	53,942	38,793	15,149	47,927	34,145	13,782	6,015	4,648	1,367
2000	54,412	39,129	15,283	48,345	34,441	13,904	6,067	4,688	1,379
2001	54,816	39,389	15,427	48,705	34,670	14,035	6,111	4,719	1,392
2002	55.162	39,589	15,573	49,014	34,846	14,168	6,148	4,743	1,405
2003	55,459	39,713	15,746	49,280	34,955	14,325	6,179	4,758	1,421
2004	55,706	39,676	16,029	49,506	34,923	14,583	6,200	4,753	1,446

[a] Total K-12 enrollment may exceed school-age population 5-17 years shown in Table S-1 because of pupils enrolled in grades K-12 who are either above or below this age range; enrollment also includes some kindergarden and pre-kindergarten pupils under 5 years.

[b] Estimated by NCES.

[c] Estimate.

NOTE: Some data have been revised from previously published figures. Projections are based on data through 1991. Because of rounding, details may not add to totals.

SOURCE: National Center for Education Statistics (1993), *Projections of Education Statistics to 2004*, p. 8.

Chapter 3: High School Graduation and Dropout Rates

Chapter Highlights:

This chapter presents information about the status, trends, and projections of students graduating from high school, as well as information about the numbers of students dropping out out of high school before graduation.

- About 2.5 million students graduated from the nation's public and private high schools in 1993, a low point in recent years. However, that year is expected to mark the beginning of a steady increase in the number of graduates, which is projected to rise 24 percent to 3.1 million graduates in the year 2004.
- The 1992 high school completion rate (the percent of 21-22 year olds who have received a high school diploma or equivalency certificate) was 86.0 percent. The completion rate has improved over the last 20 years, up from 82.2 percent in 1972.
- The status dropout rate (the percent of persons ages 16-24 who have not received a high school diploma and are not enrolled in school) was 11.0 percent in 1992. This rate has declined over the last 20 years, down from 14.6 percent in 1972.
- A number of demographic variables are statistically related to dropout rates. Higher dropout rates tend to occur among students with lower family incomes, among males, among those in urban areas, and among those in the southern and western regions of the United States.
- When dropouts were asked why they left school, they tended to cite school-related issues (dislike for school, failure in school) before job-related or family-related issues.
- Analysis of status dropout rates by state shows the highest dropout rates in 1990 in the District of Columbia (19.1 percent), Nevada (14.9 percent), and Arizona and California (14.3 percent), and the lowest dropout rates in North Dakota (4.3 percent), Minnesota (6.1 percent), and Wyoming (6.3 percent).

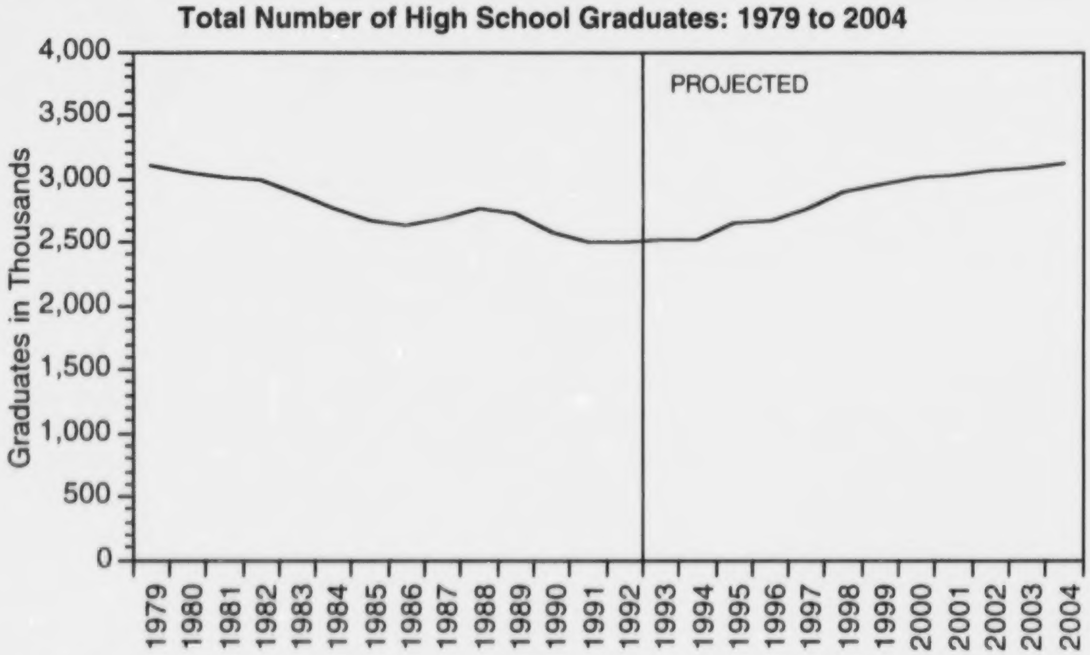
High School Graduates

National Trends —

Trends and projections in high school graduation are shown in Figure H-1 on page 21 and Table H-1 on page 27, which provide the numbers of public and private high school graduates for the years 1979 through 2004 (National Center for Education Statistics 1993b, 52).

The overall number of graduates has been declining since 1979, except for slight increases in the late 1980s. In 1993, about 2.5 million students graduated from the nation's public and private high schools. That year represents the first year of a projected increase in the number of high school graduates that will last through 2004, when the number of high school graduates is projected to equal the 1979 level of 3.1 million. The number of graduates projected for

Figure H-1



SOURCE: National Center for Education Statistics (1993), *Projections of Education Statistics to 2004*, p. 52.

2004 will represent a 24 percent increase over the recent 1993 low point. Over the period from 1991 to 2004, the annual growth rate of high school graduates is expected to remain steady at 1.8 percent (National Center for Education Statistics 1993b, 49).

Regional Projections of High School Graduates —

Figure H-2 on page 22 shows projected regional increases in high school graduates over 1991 levels for all four regions of the United States. While the South is projected to have the largest number of high school graduates in both 2000 (1,002,527 graduates) and 2009 (1,088,970 graduates), the West shows the greatest proportional increases over 1991 levels in these two time periods, at 36.8 percent in 2000 and 70.1 percent in 2009 (Western Interstate Commission for Higher Education 1993, 22-30).

State-by-State Projections of High School Graduates —

State-by-state data on projected public and private high school graduates to the year 2009 are shown in Tables H-2 to H-5 on pages 28-31 (Western Interstate Commission for Higher Education 1993, 22-30).

Projections for 2009 (see Table H-5) indicate that Nevada and California will have the greatest proportional gains in high school graduates (181.2 percent and 89.3 percent respectively), while West Virginia (-22.1 percent) and Wyoming (-19.2 percent) will have the greatest proportional decreases from 1991 levels.

Figure H-2

Regional Increases in High School Graduates Since 1991 Levels: Selected Years

		Projected increases in graduates since 1991			
	1991	2000		2009	
Region	Number	Number	% Change	Number	% Change
Northeast	500,138	539,275	+7.8%	605,128	+21.0%
Midwest	647, 611	723,517	+11.7%	736,559	+13.7%
South	836,872	1,002,527	+19.8%	1,088,970	+30.1%
West	489,922	670,084	+36.8%	833,345	+70.1%

SOURCE: Western Interstate Commission for Higher Education (1993), *High School Graduates: Projections by State, 1992 to 2009*, pp. 22-30. Calculations by ERS.

Figure H-3

Enrollment and High School Graduation Status for Persons 17 to 19 Years Old: 1992

	Age 17		Age 18		Age 19		Total 18-19	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Population:	3,346	100.0%	3,280	100.0%	3,255	100.0%	6,535	100.0%
Enrolled:								
In High School	2,878	86.0%	906	27.6%	202	6.2%	1,108	17.0%
In College	197	5.9%	1,319	40.2%	1,572	48.3%	2,891	44.2%
Not Enrolled:								
High School Graduate	65	1.9%	652	19.9%	1,090	33.5%	1,742	26.7%
Not High School Graduate	205	6.1%	394	12.0%	386	11.9%	780	11.9%
Total Graduates:	262	7.8%	1,971	60.1%	2,662	81.8%	4,633	70.9%

Numbers are in thousands.

SOURCE: U.S. Bureau of the Census (1993), *School Enrollment — Social and Economic Characteristics of Students: October 1992*, p. 8.

On-Time Graduation

Establishing when most students will obtain their high school diploma is important for school officials who must estimate demand for secondary education. The term "on-time graduation" refers to the expectation that students entering school around age five will progress annually and graduate from high school at around age 18. Figure H-3, based on U.S. Bureau of the Census data, provides 1992 graduation and enrollment information for three ages — 17, 18, and 19 (U.S. Bureau of the Census 1993, 8). The total number of high school graduates is calculated by combining the number of persons enrolled in college with those who are not enrolled in school but who have obtained a high school diploma.

In 1992, 86.0 percent of 17 year olds were still enrolled in high school, and only 7.8 percent held a high school diploma. The same year, 60.1 percent of 18 year olds and 81.8 percent of 19 year olds had graduated from high school. The combined number of graduates across the 18-19 age range was 70.9 percent. Another 17.0 percent of persons in the 18-19 year old age group were still enrolled in high school, while 11.9 percent had no diploma and were not enrolled in school.

Completion Rates

On-time graduation figures do not capture all those who may obtain a high school diploma. Persons who do not graduate on time may return to high school for a diploma or seek an equivalency certificate, such as the GED, at a later age. Thus, it is important to count not only on-time high school graduates, but also late completers of high school and those obtaining equivalency certificates.

Figure H-4 shows completion rates, the method of completion, and enrollment data for 21-22 year olds for the years 1990 through 1992 (National Center for Education Statistics 1993a, 46-48). As the figure shows, in each of the three years, approximately 86 percent of 21-22 year olds had completed high school: about 81 percent by obtaining a diploma, and about five percent by alternative certification. Less than one percent of 21-22 year olds were still enrolled in high school in each of the three years. Those persons who dropped out, counted as those who were not enrolled and had not completed high school, averaged 13.3 percent across the three-year time period.

The high school completion rate has improved over the last 20 years for the 21-22 year old age group, up from 82.2 percent in 1972 to 86.0 percent in 1992 (National Center for Education Statistics 1993a, 111).

Dropout Rates

Measuring dropout rates has consistently proven a difficult task. Different definitions of the term "dropout" provide different numbers and rates. A recent study of dropout rates by the National Center for Education Statistics provides two definitions by which to study dropout rates: *event* dropouts and *status* dropouts (National Center for Education Statistics 1993a, v, 3, 13).

The *event* dropout rate counts how many high school students ages 15-24 dropped out of grades 10-12 over a 12-month period. The event dropout rate allows year-to-year comparisons to be made.

Figure H-4

Completion, Method of Completion, and Enrollment Rates for 21-22 Year Olds: October 1990 to October 1992

	1990	1991	1992*
Completed:	86.1%	85.7%	86.0%
Diploma:	81.0%	81.4%	80.5%
Alternative:	5.2%	4.3%	5.5%
Enrolled:	.7%	.6%	.6%
Dropped Out:	13.1%	13.5%	13.2%

*Number for this year reflects new wording of the educational attainment item in the CPS.

SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992*, pp. 46-48.

The *status* dropout rate counts how many persons ages 16-24 have not completed school and are not currently enrolled in school. Thus, the status dropout rate measures the magnitude of the dropout problem.

Figure H-5 shows event and status dropouts for the three-year period from 1990 to 1992.

In terms of event dropouts, 4.4 percent of high school students ages 15-24 dropped out of grades 10-12 in 1992. While the 1992 event dropout rate does not differ greatly from the two previous years, over the last 10 to 15 years this rate has declined, down from about 6 percent in the late 1970s (National Center for Education Statistics 1993a, 8-9).

The status dropout rate has decreased slightly in the three years shown. In 1992, 11.0 percent of persons ages 16-24 had not completed high school and were not enrolled in school. Since the status dropout figure includes persons in the age range 16-24 regardless of when they dropped out, this figure is larger than the event dropout figure. The status dropout rate has also declined over the last 20 years, down from 14.6 percent in 1972 (National Center for Education Statistics 1993a, 97).

Dropout Profile —

Figure H-6 on page 25 shows demographic variables that tend to distinguish status dropouts, including age, income, gender, race, and where they live. Not all differences are statistically different, nor does the presence of any demographic factor or factors indicate that any individual will be a dropout.

In terms of family income, an inverse relationship exists between the level of income and the dropout rate. The status dropout rate for those in low-income groups is 24.6 percent, while those in the highest income group show only a 2.3 percent dropout rate. Middle-income groups fall between the other two income groups with a dropout rate of 10.1 percent. Males have a slightly higher dropout rate than females. Urban (central city) areas have higher dropout rates than other types of communities, and the southern and western regions of the United States have higher dropout rates than other regions (National Center for Education Statistics 1993a, 16, 31).

Reasons for Dropping Out —

The study of dropout rates by the National Center for Education Statistics

Figure H-5

Event and Status Dropout Rates: 1990 to 1992
(Numbers are in thousands)

	1990		1991		1992*	
	Number	Percent	Number	Percent	Number	Percent
Event Dropouts[1]	347	4.0%	348	4.0%	383	4.4%
Status Dropouts[2]	3,797	12.1%	3,881	12.5%	3,410	11.0%

*Numbers for this year reflect new wording of the educational attainment item in the CPS.

[1] Persons age 15-24 who dropped out of grades 10-12 over a 12-month period.

[2] Persons ages 16-24 who had not completed school and were not currently enrolled.

SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992*, pp. 4, 14.

Figure H-6

Status Dropout Rates by Selected Demographic Variables, 1992

	Number	Percent		Number	Percent
Sex			Metropolitan Status		
Male	1,742	11.3%	Central City	1,327	13.4%
Female	1,688	10.7%	Suburb	1,373	9.6%
Race-Ethnicity[1]			Non-Metropolitan	709	10.6%
White, non-Hispanic	1,676	7.7%	Family Income[2]		
Black, non-Hispanic	621	13.7%	Low Income	1,441	24.6%
Hispanic	1,022	29.4%	Middle Income	1,801	10.1%
Region			High Income	169	2.3%
Northeast	501	8.6%	Age Cohort[3,4]		
Midwest	600	7.9%	16-18	-	7.3%
South	1,352	12.4%	19-21	-	13.1%
West	957	14.4%	22-24	-	12.5%

Numbers are in thousands.

[1] Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total from which the percentages are drawn.

[2] Family income in current residence. Low income, in bottom 20 percent; middle income, between 20 and 80 percent; high income, in upper 20 percent of all family incomes for 1992.

[3] Numbers for 1992 reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

[4] Numbers for 1992 reflect new wording of the educational attainment item in the CPS.

SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992,* pp. 16, 31.

includes survey data from dropouts as to why they dropped out of school (National Center for Education Statistics 1993a, 34-37). School-related issues were more prevalent in responses by dropouts than job-related or family-related issues. Males and females gave similar reasons, with the exception of pregnancy.

The five most common reasons for dropping out for males were:

- Did not like school (43.6 percent)
- Was failing school (43.4 percent)
- Found a job (35.9 percent)
- Could not keep up with schoolwork (32.7 percent)
- Could not work and go to school at same time (26.9 percent)

The five most common reasons given by females were:

- Did not like school (42.2 percent)
- Was failing school (34.5 percent)
- Could not keep up with schoolwork (29.9 percent)
- Was pregnant (26.8 percent)
- Felt I didn't belong (22.7 percent)

Other survey data indicate that many dropouts plan to return to high school, seek an alternative diploma, or enroll in other educational programs (National Center for Education Statistics 1993a, 49-50).

Dropout Rates by State —

State-by-state status dropout rates in 1990 for persons ages 16-19 are listed in Table H-6 on page 32 (National Center for Education Statistics 1992, 13). The highest dropout rates were found in the District of Columbia (19.1 percent), Nevada (14.9 percent), and Arizona and California (14.3 percent each). The lowest dropout rates were found in North Dakota (4.3 percent), Minnesota (6.1 percent), and Wyoming (6.3 percent).

Table H-1

Public and Private High School Graduates: 1979 to 2004

(Numbers are in thousands)

Year Ending	Total	Public number (% of total)	Private number (% of total)
1979	3,101	2,801 (90.3%)	300 (9.7%)
1980	3,043	2,748 (90.3%)	295 (9.7%)
1981	3,020	2,725 (90.2%)	295 (9.8%)
1982	2,995	2,705 (90.3%)	290 (9.7%)
1983	2,888	2,598 (90.0%)	290 (10.0%)
1984	2,767	2,495 (90.2%)	272 (9.8%)
1985	2,677	2,414 (90.2%)	263 (9.8%)
1986	2,643	2,383 (90.2%)	260 (9.8%)
1987	2,694	2,429 (90.2%)	265 (9.8%)
1988	2,773	2,500 (90.2%)	273 (9.8%)
1989	2,727	2,459 (90.2%)	268 (9.8%)
1990	2,586	2,320 (89.7%)	266 (10.3%)
1991	2,506	2,238 (89.3%)	268 (10.7%)
1992*	2,502	2,246 (89.8%)	256 (10.2%)
(Projected)			
1993	2,514	2,257 (89.8%)	257 (10.2%)
1994	2,526	2,267 (89.7%)	258 (10.3%)
1995	2,648	2,377 (89.8%)	271 (10.2%)
1996	2,669	2,396 (89.8%)	273 (10.2%)
1997	2,763	2,480 (89.8%)	283 (10.2%)
1998	2,890	2,595 (89.8%)	296 (10.2%)
1999	2,955	2,653 (89.8%)	302 (10.2%)
2000	3,009	2,701 (89.8%)	308 (10.2%)
2001	3,039	2,728 (89.8%)	311 (10.2%)
2002	3,066	2,753 (89.8%)	314 (10.2%)
2003	3,096	2,779 (89.8%)	317 (10.2%)
2004	3,116	2,797 (89.8%)	319 (10.2%)

*Estimate.

SOURCE: National Center for Education Statistics (1993), *Projections of Education Statistics to 2004*, p. 52. Percents calculated by ERS.

Table H-2 – Numbers of High School Graduates (Public and Private) by State: 1991 to 2009

State	1991	1994	1997	2000	2003	2006	2009
U.S. Total	2,474,544	2,491,019	2,694,176	2,901,612	3,004,264	3,124,851	3,264,002
Alabama	44,131	42,120	45,152	45,740	43,785	45,129	44,956
Alaska	5,538	5,871	6,818	7,818	8,340	8,002	7,275
Arizona	33,050	36,788	40,994	46,872	48,669	56,779	58,537
Arkansas	26,517	26,385	27,078	29,569	29,565	28,774	28,407
California	256,352	275,543	301,949	346,721	375,343	427,039	485,151
Colorado	32,572	33,902	38,015	43,375	45,839	47,238	43,957
Connecticut	33,852	31,822	32,710	34,934	36,940	38,714	40,757
Delaware	6,520	6,853	7,748	8,255	8,542	10,068	10,217
D. C.	5,194	5,392	4,783	4,817	4,622	5,079	4,804
Florida	97,461	102,274	111,019	131,531	147,700	165,710	175,014
Georgia	64,963	63,852	70,930	77,537	79,327	88,302	91,721
Hawaii	11,896	11,713	12,864	13,890	13,333	13,927	14,634
Idaho	12,597	14,230	16,675	18,405	18,602	15,268	15,902
Illinois	117,348	118,145	126,213	124,818	131,659	141,227	137,501
Indiana	62,335	60,642	65,168	67,810	64,847	65,873	68,346
Iowa	31,862	33,607	37,039	38,567	38,214	34,395	32,493
Kansas	25,831	26,473	28,449	32,052	32,428	31,692	29,828
Kentucky	39,189	39,144	42,095	42,497	42,479	39,367	42,340
Louisiana	40,894	41,321	42,842	39,798	39,515	36,496	36,522
Maine	14,500	13,597	14,336	14,882	15,602	15,512	14,974
Maryland	44,782	44,602	50,435	55,754	57,943	64,870	72,310
Massachusetts	58,697	55,256	57,093	61,505	65,791	71,011	69,502
Michigan	97,977	96,116	97,782	101,639	105,657	104,171	114,345
Minnesota	50,224	51,745	59,080	66,023	68,518	66,611	66,612
Mississippi	26,552	26,843	28,171	28,712	27,061	26,460	27,370
Missouri	53,441	53,119	58,716	59,844	62,520	61,655	62,865
Montana	9,426	10,350	11,399	12,836	13,509	11,978	11,829
Nebraska	18,343	18,980	21,278	22,697	22,700	21,253	21,277
Nevada	9,666	10,647	12,937	16,238	18,672	21,307	27,184
New Hampshire	12,058	12,120	13,165	14,958	15,828	17,788	16,452
New Jersey	82,706	82,871	89,625	87,429	90,388	101,427	101,449
New Mexico	16,429	16,019	17,392	20,091	20,538	19,928	20,773
New York	159,192	158,177	166,931	174,278	178,057	186,497	200,900
North Carolina	65,005	60,733	65,161	70,978	70,692	77,383	81,240
North Dakota	7,991	8,099	8,611	9,115	8,515	7,370	6,614
Ohio	120,117	114,143	121,104	123,649	123,503	122,686	121,239
Oklahoma	34,064	33,284	36,685	40,651	40,113	35,851	35,777
Oregon	26,210	28,816	32,387	36,359	36,553	36,787	39,317
Pennsylvania	123,523	118,200	122,703	133,641	136,605	139,630	142,114
Rhode Island	9,322	9,001	9,412	10,294	10,659	11,502	11,798
South Carolina	36,607	35,222	38,533	41,310	39,429	40,821	44,413
South Dakota	7,772	9,028	10,144	10,831	10,531	9,562	9,432
Tennessee	48,280	46,361	49,409	51,455	51,821	54,539	56,385
Texas	172,635	174,456	193,683	211,946	222,733	219,174	235,168
Utah	24,144	28,954	32,497	33,528	30,984	30,849	28,790
Vermont	6,288	6,461	6,754	7,354	7,587	7,551	7,182
Virginia	62,383	62,175	63,409	67,826	77,109	82,335	85,415
Washington	46,286	49,140	58,323	67,183	70,789	72,133	75,348
West Virginia	21,695	20,802	20,392	20,400	18,529	16,644	16,911
Wisconsin	54,370	53,643	61,735	66,432	69,101	65,160	66,007
Wyoming	5,756	5,982	6,353	6,768	6,478	5,327	4,648

NOTE: Data after 1991 are projections.

SOURCE: Western Interstate Commission for Higher Education (1993), *High School Graduates: Projections by State, 1992-2009*, pp. 22-30.

Table H-3 – Numbers of Public High School Graduates by State: 1991 to 2009

State	1991	1994	1997	2000	2003	2006	2009
U.S. Total	2,231,054	2,254,152	2,451,874	2,657,954	2,765,965	2,874,192	3,002,462
Alabama	40,768	38,699	41,526	42,001	40,469	41,584	41,427
Alaska	5,463	5,787	6,708	7,686	8,202	7,873	7,145
Arizona	31,280	34,936	39,111	44,769	46,589	54,429	56,114
Arkansas	25,640	25,501	26,137	28,618	28,613	27,828	27,473
California	234,164	251,682	275,703	318,154	345,568	393,042	446,525
Colorado	31,293	32,537	36,358	41,556	43,829	45,362	42,060
Connecticut	27,291	26,900	28,495	30,975	33,151	34,579	36,603
Delaware	5,223	5,462	6,241	6,640	6,893	8,240	8,254
D. C.	3,369	3,637	3,072	3,068	2,922	3,267	3,090
Florida	87,419	92,081	100,628	120,204	135,722	152,174	160,718
Georgia	60,088	59,045	66,162	72,626	74,513	83,068	86,283
Hawaii	9,519	9,363	10,310	11,424	11,086	11,529	12,116
Idaho	12,034	13,683	15,881	17,524	17,900	14,606	15,177
Illinois	103,329	104,844	113,389	113,276	120,425	129,746	125,452
Indiana	59,143	57,188	61,643	64,380	61,596	62,549	64,897
Iowa	28,768	30,444	33,647	35,066	34,933	31,366	29,633
Kansas	24,414	25,056	26,951	30,460	30,786	30,122	28,320
Kentucky	36,205	36,255	39,186	39,713	39,837	36,881	39,667
Louisiana	33,489	34,043	34,739	31,605	31,713	29,496	29,459
Maine	12,292	11,942	12,591	13,325	14,076	13,979	13,496
Maryland	39,016	39,101	44,677	49,775	52,310	58,581	65,298
Massachusetts	50,216	47,957	50,028	54,624	58,880	63,590	62,239
Michigan	88,003	87,483	89,659	94,014	98,435	96,941	106,410
Minnesota	46,430	48,305	55,427	62,403	65,048	63,160	63,147
Mississippi	23,504	23,410	24,843	25,715	24,260	23,724	24,542
Missouri	46,928	46,677	51,757	53,029	55,974	55,000	56,078
Montana	9,013	9,872	10,894	12,322	12,973	11,532	11,389
Nebraska	16,571	17,398	19,477	20,831	20,796	19,480	19,502
Nevada	9,370	10,338	12,625	15,928	18,373	20,953	26,732
New Hampshire	10,059	10,347	11,609	13,360	14,474	16,185	14,969
New Jersey	67,003	67,212	74,680	73,081	77,047	86,184	86,202
New Mexico	15,157	14,734	15,907	18,450	18,823	18,268	19,044
New York	133,562	133,906	144,584	153,679	159,258	165,882	179,423
North Carolina	62,533	58,229	62,485	68,331	68,059	74,440	78,150
North Dakota	7,573	7,694	8,165	8,629	8,048	6,978	6,263
Ohio	107,484	101,383	108,244	110,744	110,979	110,113	108,815
Oklahoma	33,007	32,215	35,368	39,146	38,594	34,498	34,427
Oregon	24,702	27,181	30,248	33,162	34,403	34,556	36,933
Pennsylvania	104,770	101,686	106,500	118,300	121,875	124,347	126,558
Rhode Island	7,749	7,746	8,191	9,165	9,622	10,374	10,641
South Carolina	33,473	31,680	35,035	37,725	35,321	36,577	39,968
South Dakota	7,127	8,297	9,165	9,742	9,354	8,530	8,414
Tennessee	43,740	41,863	44,231	45,886	46,223	48,681	50,328
Texas	164,765	165,914	184,407	202,110	212,412	208,914	224,160
Utah	23,715	28,441	31,824	32,779	30,220	30,086	28,046
Vermont	5,601	5,773	6,101	6,709	6,956	6,915	6,574
Virginia	59,183	59,109	60,051	64,249	73,338	78,312	81,241
Washington	43,474	46,260	54,878	63,359	66,711	67,943	70,971
West Virginia	21,064	20,162	19,599	19,512	17,543	15,842	16,095
Wisconsin	49,340	48,717	56,388	61,361	64,359	60,562	61,349
Wyoming	5,728	5,977	6,349	6,764	6,474	5,324	4,645

NOTE: Data after 1991 are projections.

SOURCE: Western Interstate Commission for Higher Education (1993), *High School Graduates, Projections by State: 1992-2009*, pp. 22-30.

Table H-4 – Numbers of Private High School Graduates by State: 1991 to 2009

State	1991	1994	1997	2000	2003	2006	2009
U.S. Total	243,490	236,867	242,302	243,658	238,299	250,659	261,540
Alabama	3,363	3,421	3,626	3,739	3,316	3,545	3,529
Alaska	75	84	110	132	138	129	130
Arizona	1,770	1,852	1,883	2,103	2,080	2,350	2,423
Arkansas	877	884	941	951	952	946	934
California	22,188	23,861	26,246	28,567	29,775	33,997	38,626
Colorado	1,279	1,365	1,657	1,819	2,010	1,876	1,897
Connecticut	6,561	4,922	4,215	3,959	3,789	4,135	4,154
Delaware	1,297	1,391	1,507	1,615	1,649	1,828	1,963
D. C.	1,825	1,755	1,711	1,749	1,700	1,812	1,714
Florida	10,042	10,193	10,391	11,327	11,978	13,536	14,296
Georgia	4,875	4,807	4,768	4,911	4,814	5,234	5,438
Hawaii	2,377	2,350	2,554	2,466	2,247	2,398	2,518
Idaho	563	547	794	881	702	662	725
Illinois	14,019	13,301	12,824	11,542	11,234	11,481	12,049
Indiana	3,192	3,454	3,525	3,430	3,251	3,324	3,449
Iowa	3,094	3,163	3,392	3,501	3,281	3,029	2,860
Kansas	1,417	1,417	1,498	1,592	1,642	1,570	1,508
Kentucky	2,984	2,889	2,909	2,784	2,642	2,486	2,673
Louisiana	7,405	7,278	8,103	8,193	7,802	7,000	7,063
Maine	2,208	1,655	1,745	1,557	1,526	1,533	1,478
Maryland	5,766	5,501	5,758	5,979	5,633	6,289	7,012
Massachusetts	8,481	7,299	7,065	6,881	6,911	7,421	7,263
Michigan	9,974	8,633	8,123	7,625	7,222	7,230	7,935
Minnesota	3,794	3,440	3,653	3,620	3,470	3,451	3,465
Mississippi	3,048	3,433	3,328	2,997	2,801	2,736	2,828
Missouri	6,513	6,442	6,959	6,815	6,546	6,655	6,787
Montana	413	478	505	514	536	446	440
Nebraska	1,772	1,582	1,801	1,866	1,904	1,773	1,775
Nevada	296	309	312	310	299	354	452
Nebraska	1,999	1,773	1,556	1,598	1,354	1,603	1,483
New Jersey	15,703	15,659	14,945	14,348	13,341	15,243	15,247
New Mexico	1,272	1,285	1,485	1,641	1,715	1,660	1,729
New York	25,630	24,271	22,347	20,599	18,799	20,615	21,477
North Carolina	2,472	2,504	2,676	2,647	2,633	2,943	3,090
North Dakota	418	405	446	486	467	392	351
Ohio	12,633	12,760	12,860	12,905	12,524	12,573	12,424
Oklahoma	1,057	1,069	1,317	1,505	1,519	1,353	1,350
Oregon	1,508	1,635	2,139	3,197	2,150	2,231	2,384
Pennsylvania	18,753	16,514	16,203	15,341	14,730	15,283	15,556
Rhode Island	1,573	1,255	1,221	1,129	1,037	1,128	1,157
South Carolina	3,134	3,542	3,498	3,585	4,108	4,244	4,445
South Dakota	645	731	979	1,089	1,177	1,032	1,018
Tennessee	4,540	4,498	5,178	5,569	5,598	5,858	6,057
Texas	7,870	8,542	9,276	9,836	10,321	10,260	11,008
Utah	429	513	673	749	764	763	744
Vermont	687	688	653	645	631	636	608
Virginia	3,200	3,066	3,358	3,577	3771	4,023	4,174
Washington	2,812	2,880	3,445	3,824	4078	4,190	4,377
West Virginia	631	640	793	888	986	802	816
Wisconsin	5,030	4,926	5,347	5,071	4742	4,598	4,658
Wyoming	28	5	4	4	4	3	3

NOTE: Data after 1991 are projections.

SOURCE: Western Interstate Commission for Higher Education (1993), *High School Graduates, Projections by State: 1992-2009*, pp. 22-30.

Table H-5 — Percent Change in High School Graduates (Public and Private) Since 1991, by State: Selected Years

State	1991	1994	1997	2000	2003	2006	2009
U.S. Total	2,474,544	0.7%	8.9%	17.3%	21.4%	26.3%	31.9%
Alabama	44,131	-4.6%	2.3%	3.6%	-0.8%	2.3%	1.9%
Alaska	5,538	6.0%	23.1%	41.2%	50.6%	44.5%	31.4%
Arizona	33,050	11.3%	24.0%	41.8%	47.3%	71.8%	77.1%
Arkansas	26,517	-0.5%	2.1%	11.5%	11.5%	8.5%	7.1%
California	256,352	7.5%	17.8%	35.3%	46.4%	66.6%	89.3%
Colorado	32,572	4.1%	16.7%	33.2%	40.7%	45.0%	35.0%
Connecticut	33,852	-6.0%	-3.4%	3.2%	9.1%	14.4%	20.4%
Delaware	6,520	5.1%	18.8%	26.6%	31.0%	54.4%	56.7%
D. C.	5,194	3.8%	-7.9%	-7.3%	-11.0%	-2.2%	-7.5%
Florida	97,461	4.9%	13.9%	35.0%	51.5%	70.0%	79.6%
Georgia	64,963	-1.7%	9.2%	19.4%	22.1%	35.9%	41.2%
Hawaii	11,896	-1.5%	8.1%	16.8%	12.1%	17.1%	23.0%
Idaho	12,597	13.0%	32.4%	46.1%	47.7%	21.2%	26.2%
Illinois	117,348	0.7%	7.6%	6.4%	12.2%	20.3%	17.2%
Indiana	62,335	-2.7%	4.5%	8.8%	4.0%	5.7%	9.6%
Iowa	31,862	5.5%	16.2%	21.0%	19.9%	7.9%	2.0%
Kansas	25,831	2.5%	10.1%	24.1%	25.5%	22.7%	15.5%
Kentucky	39,189	-0.1%	7.4%	8.4%	8.4%	0.5%	8.0%
Louisiana	40,894	1.0%	4.8%	-2.7%	-3.4%	-10.8%	-10.7%
Maine	14,500	-6.2%	-1.1%	2.6%	7.6%	7.0%	3.3%
Maryland	44,782	-0.4%	12.6%	24.5%	29.4%	44.9%	61.5%
Massachusetts	58,697	-5.9%	-2.7%	4.8%	12.1%	21.0%	18.4%
Michigan	97,977	-1.9%	-0.2%	3.7%	7.8%	6.3%	16.7%
Minnesota	50,224	3.0%	17.6%	31.5%	36.4%	32.6%	32.6%
Mississippi	26,552	1.1%	6.1%	8.1%	1.9%	-0.3%	3.1%
Missouri	53,441	-0.6%	9.9%	12.0%	17.0%	15.4%	17.6%
Montana	9,426	9.8%	20.9%	36.2%	43.3%	27.1%	25.5%
Nebraska	18,343	3.5%	16.0%	23.7%	23.8%	15.9%	16.0%
Nevada	9,666	10.1%	33.8%	68.0%	93.2%	120.4%	181.2%
New Hampshire	12,058	0.5%	9.2%	24.1%	31.3%	47.5%	36.4%
New Jersey	82,706	0.2%	8.4%	5.7%	9.3%	22.6%	22.7%
New Mexico	16,429	-2.5%	5.9%	22.3%	25.0%	21.3%	26.4%
New York	159,192	-0.6%	4.9%	9.5%	11.9%	17.2%	26.2%
North Carolina	65,005	-6.6%	0.2%	9.2%	8.7%	19.0%	25.0%
North Dakota	7,991	1.4%	7.8%	14.1%	6.6%	-7.8%	-17.2%
Ohio	120,117	-5.0%	0.8%	2.9%	2.8%	2.1%	0.9%
Oklahoma	34,064	-2.3%	7.7%	19.3%	17.8%	5.2%	5.0%
Oregon	26,210	9.9%	23.6%	38.7%	39.5%	40.4%	50.0%
Pennsylvania	123,523	-4.3%	-0.7%	8.2%	10.6%	13.0%	15.1%
Rhode Island	9,322	-3.4%	1.0%	10.4%	14.3%	23.4%	26.6%
South Carolina	36,607	-3.8%	5.3%	12.8%	7.7%	11.5%	21.3%
South Dakota	7,772	16.2%	30.5%	39.4%	35.5%	23.0%	21.4%
Tennessee	48,280	-4.0%	2.3%	6.6%	7.3%	13.0%	16.8%
Texas	172,635	1.1%	12.2%	22.8%	29.0%	27.0%	36.2%
Utah	24,144	19.9%	34.6%	38.9%	28.3%	27.8%	19.2%
Vermont	6,288	2.8%	7.4%	17.0%	20.7%	20.1%	14.2%
Virginia	62,383	-0.3%	1.6%	8.7%	23.6%	32.0%	36.9%
Washington	46,286	6.2%	26.0%	45.1%	52.9%	55.8%	62.8%
West Virginia	21,695	-4.1%	-6.0%	-6.0%	-14.6%	-23.3%	-22.1%
Wisconsin	54,370	-1.3%	13.5%	22.2%	27.1%	19.8%	21.4%
Wyoming	5,756	3.9%	10.4%	17.6%	12.5%	-7.5%	-19.2%

NOTE: Data after 1991 are projected.

SOURCE: Western Interstate Commission on Higher Education (1993), *High School Graduates: Projections by State, 1992-2009*, pp. 22-30. Calculated by ERS.

Table H-6

Percentage of Status Dropouts*, Ages 16-19, by State: 1990

State:	Status Dropouts:	State:	Status Dropouts:
United States	**11.2%**	Missouri	11.2%
Alabama	12.6%	Montana	7.1%
Alaska	9.6%	Nebraska	6.6%
Arizona	14.3%	Nevada	14.9%
Arkansas	10.9%	New Hampshire	9.9%
California	14.3%	New Jersey	9.3%
Colorado	9.6%	New Mexico	10.8%
Connecticut	9.2%	New York	10.1%
Delaware	11.2%	North Carolina	13.2%
Dist. of Columbia	19.1%	North Dakota	4.3%
Florida	14.2%	Ohio	8.8%
Georgia	14.1%	Oklahoma	9.9%
Hawaii	7.0%	Oregon	11.0%
Idaho	9.6%	Pennsylvania	9.4%
Illinois	10.4%	Rhode Island	12.9%
Indiana	11.4%	South Carolina	11.9%
Iowa	6.5%	South Dakota	7.1%
Kansas	8.4%	Tennessee	13.6%
Kentucky	13.0%	Texas	12.5%
Louisiana	11.9%	Utah	7.9%
Maine	8.4%	Vermont	8.7%
Maryland	11.0%	Virginia	10.4%
Massachusetts	9.5%	Washington	10.2%
Michigan	9.9%	West Virginia	10.6%
Minnesota	6.1%	Wisconsin	6.9%
Mississippi	11.7%	Wyoming	6.3%

*Rates are computed based on the number of 16-19 year olds in each geographical unit who are not enrolled and have not graduated from high school, expressed as a percent of an estimated population of 16-19 year olds. This estimate is based on the current 14-17 year old population in each geographical unit; ratio adjusted to the size of the United States total population ages 16-19.

SOURCE: National Center for Education Statistics (1992), *Dropout Rates in the United States: 1991*, p. 13.

Chapter 4: Poverty

Chapter Highlights:

This chapter presents data related to children and families living in poverty.

- In 1992, 21.9 percent of children under age 18 lived in poverty, compared to 14.5 percent of the total U.S. population. In the last 20 years, the poverty rate for children hit its lowest point in 1973 at 14.4 percent, and its highest point in 1983 at 22.3 percent.
- A 1993 analysis found that the percentage of children living in poverty in the United States was higher than that in several other industrialized countries: 13 times higher than that in Sweden, more than 4 times higher than that in France, and more than double the rates in Australia and Canada.
- Children under 18 comprised 39.6 percent of all persons living below the poverty level in the U.S. in 1991, making them the largest age group in poverty.
- A recent analysis found several demographic factors that have contributed to the rise in poverty rates from 1980 to 1991, including the change in the family structure to more one-parent homes, the decline in the value of cash benefits and the basket of government programs, and the decline in the real wages of individuals with limited education.
- Families headed by single mothers comprised only 17.5 percent of all families, but 54.2 percent of all poor families, in 1992.
- There is a positive relationship between income and educational level. For example, in 1992, 36.3 percent of persons with no high school diploma lived in poverty, compared to 14.9 percent of persons with a high school diploma and no further education, 8.7 percent of persons with some college, and only 3.2 percent of persons with a bachelor's degree or more.
- Regionally, the Northeast had the lowest poverty rate (12.3 percent), followed by the Midwest (13.1 percent), the West (14.4 percent), and the South (16.9 percent).
- When analyzed by community type, poverty rates were highest in central cities (20.5 percent), followed by non-metropolitan areas (16.8 percent). Metropolitan areas outside the central city had the lowest poverty rate (9.7 percent).

Definition of Poverty

The U. S. Bureau of the Census classifies a person or persons as living in poverty if the total family income falls below established weighted average income thresholds. These threshold levels are adjusted depending on the size of the family unit and the number of children under age 18 that are part of the total family unit. The Consumer Price Index is used to provide annual adjustments of poverty thresholds, which originally were based on the Department of Agriculture's 1955 estimation of the cost of feeding a family of three or more persons (U.S. Bureau of the Census 1993a, vii, A7-A8).

The 1992 average poverty threshold for a family of four was $14,335. If two persons in this family were related children under 18 years, the poverty threshold was $14,228. The lowest poverty threshold was $6,729, for a person 65 years or older with no related children under 18 as part of the household. The highest poverty threshold for 1992 was $31,223, for a family of nine persons or more with one related child under 18.

Poverty Among the Total Population

In 1992, 14.5 percent of the nation's total population, or 36.9 million Americans, lived below the poverty level (U.S. Bureau of the Census 1993, xi). While this was well below the high 1959 rate of 22.4 percent, it was above the recent 1973 low point of 11.1 percent, and was within one percentage point of the recent 1983 high point of 15.2 percent (U.S. Bureau of the Census 1993a, 2).

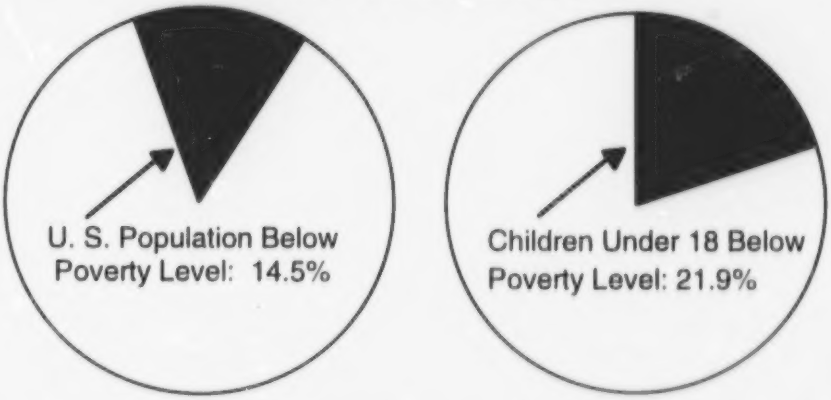
Poverty Among Children

Educators are most interested in the impact of poverty on the school-age population. In 1992, as shown in Figure P-1, 21.9 percent of children under age 18 lived in poverty, a total of 14.6 million children (U.S. Bureau of the Census 1993a, 4). Poverty among the total U.S. population was 14.5 percent, and poverty among the elderly (65 years and older) was 12.9 percent (U.S. Bureau of the Census 1993a, 10). The second highest poverty rate among the age groups was 18.0 percent, for persons ages 18-24.

Figure P-2 on page 35 shows changes in the poverty rate for children under age 18 over the 20-year period from 1972 to 1992. As the figure shows, the 1992 poverty rate for persons under 18 surpassed by 7.5 percent the 1973 low point of 14.4 percent, and came within half a percentage point of the 1983 high point of 22.3 percent (U.S. Bureau of the Census 1993a, 4).

Figure P-1

Percentage of Total U.S. Population and of Children Under 18 Who Lived Below the Poverty Level, 1992



SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. xi, 4.

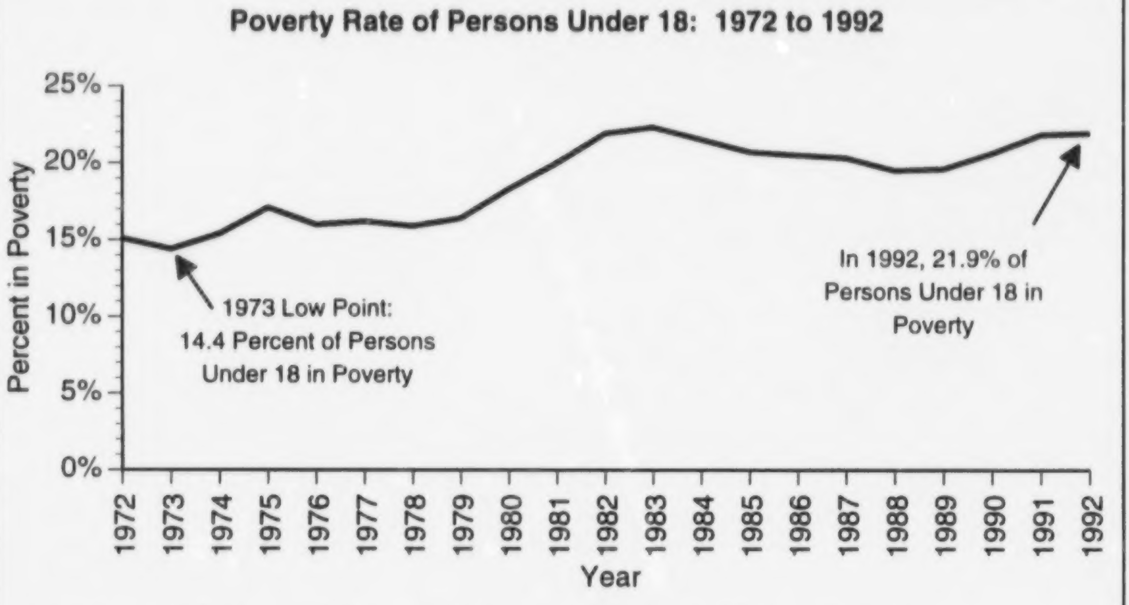
The poverty rate for children is higher in the United States than in several other industrialized nations. Figure P-3 on page 36 compares the poverty rates of eight industrialized nations in 1991, based on data collected by the United Nations Children's Fund.

The poverty rate for children in the United States, at 20.4 percent, was 13 times the Swedish poverty rate (1.6 percent), more than four times that of France (4.6 percent), and more than double the rates of Australia (9.0 percent) and Canada (9.3 percent) (*Education Week* 1993, 3).

In terms of the distribution of poverty among age groups in the U.S., children under age 18 were the largest age group in poverty in 1991. As shown in Figure P-4 (page 36), children under age 18 represented 39.6 percent of all persons living below poverty levels. At the same time, persons under age 18 comprised only 26.3 percent of the total population (U.S. Bureau of the Census 1993a, 10). The disproportionate representation of children among the poor is not a new phenomenon; persons under 18 have been the largest age group among poor persons since 1974 (U.S. Bureau of the Census 1993a, x).

An analysis of child poverty by Lewit (1993) identified several demographic and financial causes of the 3.2 percent increase in poverty for children during the 1980 to 1991 time period. These factors include the change in the family structure, the decline in the value of cash benefits and the range of government programs, and the decline in the real wages of individuals with limited edu-

Figure P-2


Poverty Rate of Persons Under 18: 1972 to 1992

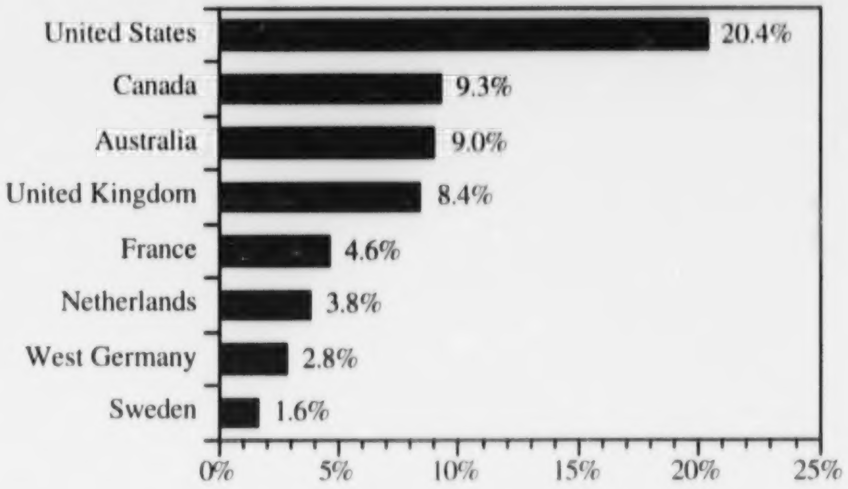
1973 Low Point: 14.4 Percent of Persons Under 18 in Poverty

In 1992, 21.9% of Persons Under 18 in Poverty

SOURCE: U. S. Bureau of Census (1993), *Poverty in the United States: 1992*, p. 4.

Figure P-3

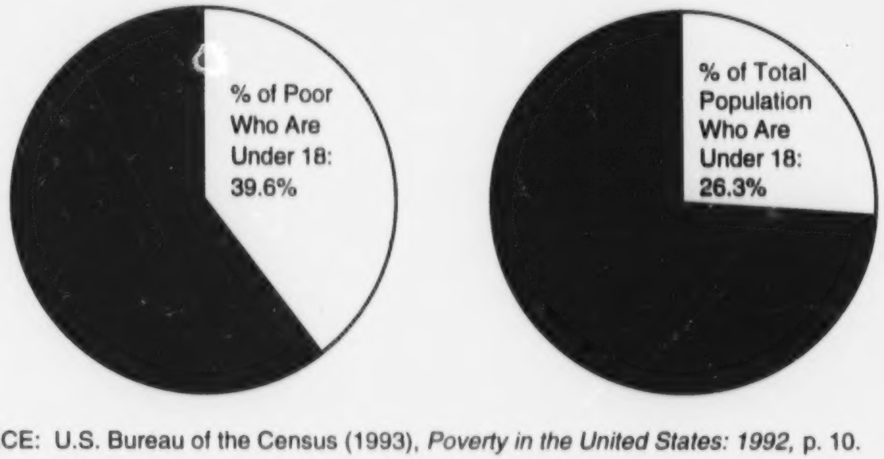
Percentage of Children Living in Poverty in Industrialized Nations After Tax and Transfer Adjustments: 1991



SOURCE: *Education Week* (September 29, 1993), "Children in Poverty," p 3.

Figure P-4

Children (Under 18 Years) as a Proportion of the Poor and as a Proportion of the Total Population: 1992



SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, p. 10.

cation (p. 205). Over one-half of the increase in child poverty from 1980 to 1991 is attributed to the changes in family structure from two-parent homes to single-parent homes. If children had been distributed across single-parent homes in 1991 as they were in 1980, the overall percent of children in poverty that year would have been 19.4 percent rather than 21.1 percent (Lewit 1993, 200).

The difference in poverty rates between two-parent and single-parent households reflects the fact that earnings from more than one job are now often necessary to raise a family above poverty thresholds. Also, median full-time earnings for women without a high school education in 1991 were just enough for a family to surpass poverty levels, and were less than median full-time earnings for men of the same educational background (Lewit 1993, 202).

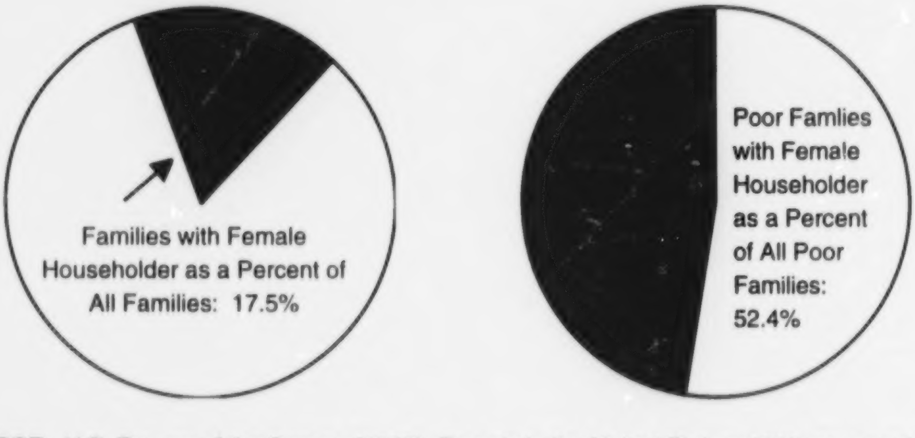
Families in Poverty

As suggested by the increase in poor children, the poverty rate of families also increased from 1991 to 1992. The number of poor families increased from 7.7 million to 8.0 million families, and the poverty rate for families increased from 11.5 percent to 11.7 percent. Overall, persons in families represented 75.8 percent of the poor in 1992 (U.S. Bureau of the Census 1993a, 1; calculated by ERS).

As was true in the case of children under 18 being over-represented among the poor, a particular family subgroup, single mothers, is over-represented in the poor family population. Figure P-5 shows female-householder families as a percentage of the total population and as a percentage of all poor families. While families with female householders

Figure P-5

Families with Female Householders as a Percentage of All Families and as a Percentage of All Poor Families: 1992



SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. xv-xvi.

represented only 17.5 percent of all families, they were 52.4 percent of all poor families (U.S. Bureau of the Census 1993a, xv-xvi).

The poverty rate for female-householder, no-spouse-present homes increased with the presence of children under 18 in the home. Of all the 11.9 million households headed by single females (including both those with and those without children), 34.9 percent were in poverty (U.S. Bureau of the Census 1993a, 6). The poverty rate increases to 45.7 percent when the 8.2 million homes headed by single females with children are examined separately. In contrast, 15.6 percent of all single-male-householder homes (both with and without children) were in poverty, and 6.2 percent of all married-couple families (with and without children) were in poverty (U.S. Bureau of the Census 1993a, 6).

Poverty and Education

There is an interrelationship between educational background and income level. Income is both a determinant and an effect of high school graduation status. As discussed previously, family income is related to dropout rates, as shown in Figure P-6 (National Center for Education Statistics 1993, 6, 17). In 1992, the low-family-income group had both the highest *event* dropout rate (10.9 percent) and the highest *status* dropout rate (24.6 percent). In both dropout categories, high-income families had the lowest dropout rates; the largest differences in dropout rates occurred between the low-income and the middle-income groups.

The relationship between low educational level and poverty works the other way as well — failure to obtain a high school diploma is associated with higher poverty rates. Figure P-7 on page 39 shows the relationship between level of educational attainment and poverty status for persons ages 25-34 in 1992 (U.S. Bureau of the Census 1993a, 70-72).

Poverty rates were highest for those persons without a high school diploma (36.3 percent). Lack of a high school diploma was particularly restrictive for females; 47.2 percent of females without a high school diploma lived in poverty. Males without a high school diploma fared better than their female counterparts, with 26.7 percent of this group living in poverty.

Figure P-6

Event and Status Dropout Rates by Family Income Level: 1992

Family Income[1]	Event Dropout Rate[2]	Status Dropout Rate[3]
Low Income	10.9%	24.6%
Middle Income	4.4%	10.1%
High Income	1.3%	2.3%

[1] Family income in current residence. Income levels: low, bottom 20%, middle 20-80%, high upper 20% of all family incomes in 1992.

[2] Percent of students ages 15-24 dropping out of grades 10-12 in 1992.

[3] Percent of persons ages 16-24 who are not enrolled in school and do not have a high school diploma.

SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992,* pp. 6, 17.

Figure P-7

Persons Ages 25-34 in Poverty, by Educational Attainment and Gender: 1992

	Total		Male		Female	
	Number[1]	Percent	Number[1]	Percent	Number[1]	Percent
No High School Diploma	1,998	36.3%	775	26.7%	1,223	47.2%
High School Diploma, No College	2,239	14.9%	789	10.4%	1,450	19.5%
Some College, Less than Bachelor's Degree	983	8.7%	317	6.0%	667	11.0%
Bachelor's Degree or More	319	3.2%	170	3.4%	150	3.0%

[1] Numbers are in thousands.

SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. 70-72.

In contrast, persons with a high school diploma had a poverty rate of 14.9 percent, or 21.4 percentage points lower than that of persons with no diploma. Further educational attainment after high school continued to reduce poverty rates, but no impact was as great as obtaining a high school diploma. At the highest level of educational attainment shown, a bachelor's degree or more, the gender differences in poverty also diminished greatly.

Geographic Location of the Poor

By Region and Community Type —

An examination of regional and residential data on poverty reveals nationwide patterns. Figure P-8 on page 40 provides data on poverty rates by region of the United States, and by community type (U.S. Bureau of the Census 1993a, 1, 39-58). Among the four major regions of the United States, the Northeast had the lowest poverty rate, followed by the Midwest, West, and South. These patterns are similar for the under-18 age group.

In terms of community type, nonmetropolitan areas had a higher poverty rate (16.8 percent) than did metropolitan areas (13.9 percent). Breaking down the metropolitan areas, however, reveals that higher poverty rates were found in central cities (with a rate of 20.5 percent), and lower poverty rates were found in suburbs (with a rate of 9.7 percent). Again, the patterns of the under-18 age group follow those of the total poor population.

By State —

Poverty Rates of Total Population — State poverty rates for 1991 are shown in Figure P-9 on page 41 and in Table P-1 on page 42 (U.S. Bureau of the Census 1993a, viii, D-2). The number and percentage of persons in poverty is presented for each state with standard errors included. The standard error can be added and subtracted from the number or percentage it accompanies to

Figure P-8

Percent of Total Population and Under-18 Population Living in Poverty, by Region and Community Type, 1992

Region:	Total in Poverty	Under Age 18 in Poverty	Residence:	Total in Poverty	Under Age 18 in Poverty
Northeast	12.3%	19.6%	In Metro. Areas:	13.9%	21.4%
Midwest	13.1%	19.5%	In Central Cities	20.5%	32.5%
South	16.9%	25.2%	Not in Central Cities	9.7%	14.4%
West	14.4%	21.3%	Outside Metro. Areas	16.8%	23.5%

SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. 1, 39-58.

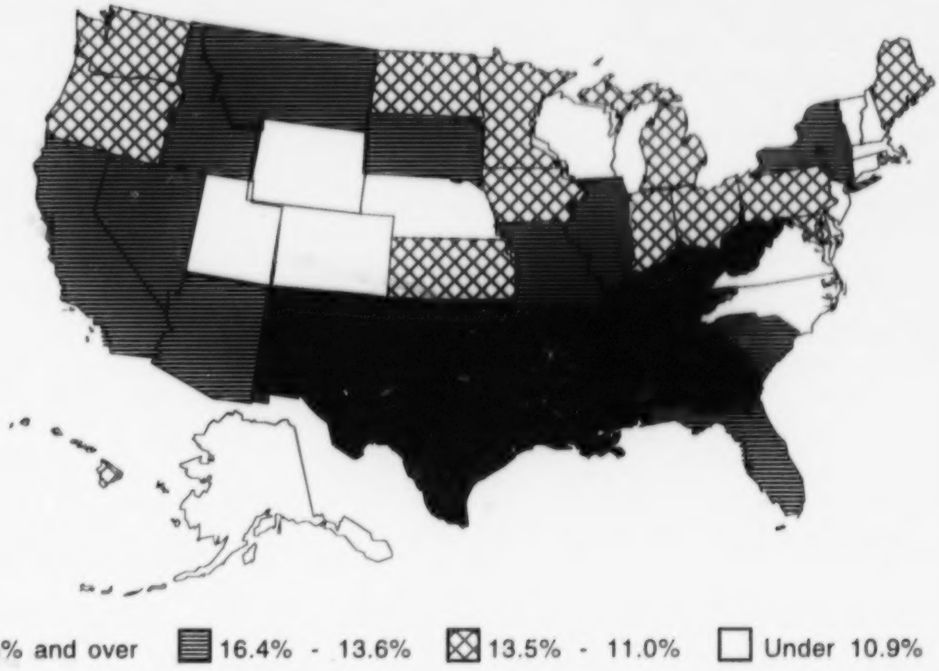
provide a range that estimates the number of poor in each state.

The Bureau of the Census warns against using these figures to rank or compare states for several reasons. First, different samples may have lead to inaccurate estimates within a state or states. Second, statistically, no state is significantly different from the next several states ranked above or below it. Last, the figures are not adjusted for cost of living within each state; thus, poverty-level income may purchase more in some states than in other states (U.S. Bureau of the Census 1993a, xi, xiv).

In terms of statistically significant changes in poverty levels, four states experienced significant increases in poverty levels between 1990 and 1992, based on comparisons of the two-year moving averages during this time period: Nevada (2.3 percent), Rhode Island (2.3 percent), North Carolina (1.3 percent), and California (0.9 percent) (U.S. Bureau of the Census 1993a, xi, xii).

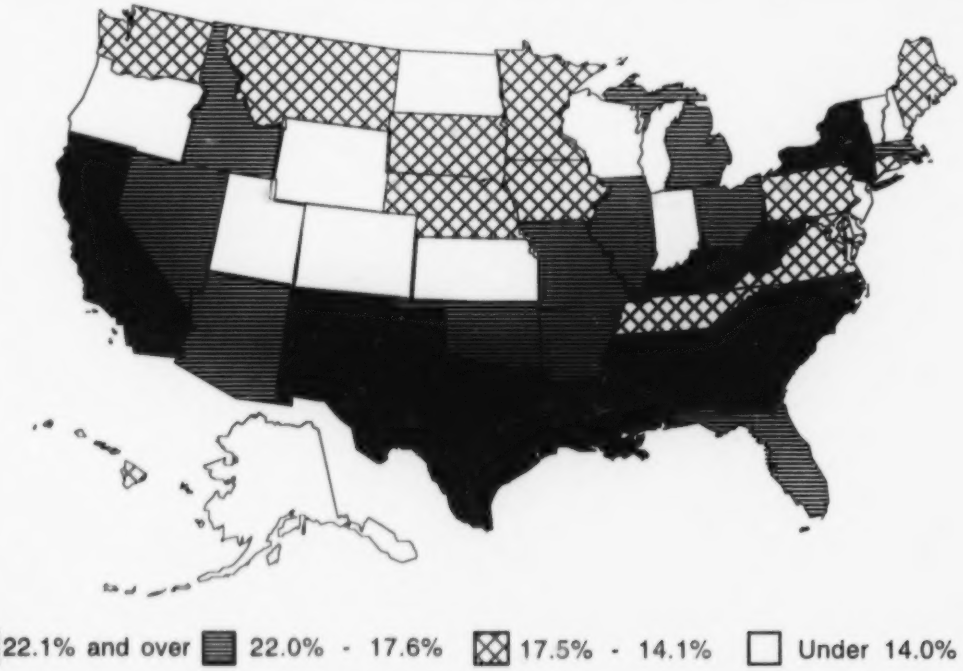
Poverty Rates of School-Age Children — State poverty rates for the school-age population (ages 5-17) are shown in Figure P-10 (page 41) and in Table P-2 (page 43) (U.S. Bureau of the Census 1993b, 272). As expected, the poverty rates for school-age children in 1992 exceeded those of the total poor population shown in Table P-1. The four highest poverty rates for school-age children among the states in 1992 were: Louisiana (32.4 percent) the District of Columbia (31.8 percent), West Virginia (31.7 percent), and Mississippi (30.6 percent). The five states with the lowest poverty rates were: New Hampshire (9.3 percent), Colorado (10.9 percent), Alaska (10.9 percent), Delaware (11.2 percent), and Utah (11.2 percent).

Figure P-9 – Poverty Rates for Total State Populations: 1992


■ 16.5% and over
▤ 16.4% - 13.6%
▨ 13.5% - 11.0%
☐ Under 10.9%

SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, p. D-2.

Figure P-10 – Poverty Rates, by State, for Children Ages 5-17: 1992


■ 22.1% and over
▤ 22.0% - 17.6%
▨ 17.5% - 14.1%
☐ Under 14.0%

SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, p. 272.

Table P-1 – Number of Poor and Poverty Rate by State, Total Population: 1992

State	Number[1]	Standard Error[1]	Percent	Standard Error
U.S. TOTAL	36,880	90	14.5%	0.3%
Alabama	715	80	17.1%	1.93%
Alaska	53	8	10.0%	1.45%
Arizona	554	69	15.1%	1.87%
Arkansas	424	47	17.4%	1.92%
California	4,925	220	15.8%	0.71%
Colorado	353	56	10.6%	1.70%
Connecticut	303	56	9.4%	1.73%
Delaware	55	10	7.6%	1.46%
D.C.	108	14	20.3%	2.58%
Florida	2097	122	15.3%	0.90%
Georgia	1,151	126	17.8%	1.95%
Hawaii	129	19	11.0%	1.67%
Idaho	160	18	15.0%	1.72%
Illinois	1,836	117	15.3%	0.98%
Indiana	660	97	11.7%	1.72%
Iowa	327	46	11.3%	1.58%
Kansas	277	39	11.0%	1.56%
Kentucky	723	77	19.7%	2.08%
Louisiana	1,020	98	24.2%	2.31%
Maine	170	23	13.4%	1.80%
Maryland	568	85	11.6%	1.74%
Massachusetts	580	49	10.0%	0.85%
Michigan	1,254	87	13.5%	0.94%
Minnesota	554	78	12.8%	1.79%
Mississippi	660	56	24.5%	2.08%
Missouri	797	100	15.6%	1.96%
Montana	113	14	13.7%	1.73%
Nebraska	169	24	10.3%	1.49%
Nevada	188	23	14.4%	1.80%
New Hampshire	99	19	8.6%	1.63%
New Jersey	771	63	10.0%	0.82%
New Mexico	327	32	21.0%	2.04%
New York	2,699	132	15.3%	0.75%
North Carolina	1,047	64	15.7%	0.96%
North Dakota	73	10	11.9%	1.61%
Ohio	1,381	98	12.4%	0.88%
Oklahoma	600	64	18.4%	1.96%
Oregon	340	52	11.3%	1.73%
Pennsylvania	1,426	104	11.7%	0.85%
Rhode Island	116	18	12.0%	1.91%
South Carolina	687	65	18.9%	1.80%
South Dakota	105	12	14.8%	1.64%
Tennessee	849	92	17.0%	1.85%
Texas	3,079	174	17.8%	1.01%
Utah	162	25	9.3%	1.45%
Vermont	63	10	10.4%	1.71%
Virginia	584	84	9.4%	1.35%
Washington	555	80	11.0%	1.58%
West Virginia	396	39	22.3%	2.20%
Wisconsin	551	76	10.8%	1.49%
Wyoming	49	9	10.3%	1.83%

[1] Numbers are in thousands.

SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States, 1992,* pp. viii, xi, D-2.

Table P-2 — Number of Poor and Poverty Rates by State , School-Age Children (Ages 5 -17): 1992

State	Total[1]	In Poverty Number[1]	Standard Error[1]	Percent	Standard Error
U.S. TOTAL	46,892	9,275	242	19.8%	.20%
Alabama	801	188	37	23.5%	1.80%
Alaska	112	12	3	10.9%	1.25%
Arizona	665	146	31	21.9%	1.80%
Arkansas	504	105	21	20.8%	1.71%
California	5,710	1259	100	22.1%	.67%
Colorado	577	63	21	10.9%	1.43%
Connecticut	585	96	27	16.5%	1.83%
Delaware	131	15	5	11.2%	1.44%
D.C.	78	25	6	31.8%	2.48%
Florida	2,191	474	52	21.6%	.85%
Georgia	1,124	313	59	27.8%	1.90%
Hawaii	211	34	9	15.9%	1.62%
Idaho	245	50	9	20.2%	1.61%
Illinois	2,303	480	53	20.9%	.92%
Indiana	1,075	142	39	13.2%	1.51%
Iowa	555	81	20	14.7%	1.47%
Kansas	496	66	17	13.2%	1.41%
Kentucky	686	158	32	23.1%	1.83%
Louisiana	929	301	49	32.4%	2.10%
Maine	242	40	10	16.5%	1.63%
Maryland	750	120	34	16.0%	1.66%
Massachusetts	885	161	22	18.2%	.91%
Michigan	1,742	312	38	17.9%	.87%
Minnesota	770	131	33	17.0%	1.67%
Mississippi	647	198	28	30.6%	1.85%
Missouri	973	181	42	18.6%	1.75%
Montana	179	26	6	14.7%	1.48%
Nebraska	323	46	11	14.2%	1.42%
Nevada	230	41	10	18.0%	1.64%
New Hampshire	203	19	7	9.3%	1.40%
New Jersey	1,298	168	26	13.0%	.77%
New Mexico	339	94	15	27.7%	1.87%
New York	3,034	710	60	23.4%	.73%
North Carolina	1,183	281	29	23.7%	.93%
North Dakota	123	16	4	12.9%	1.39%
Ohio	2,222	407	46	18.3%	.86%
Oklahoma	619	120	26	19.4%	1.67%
Oregon	584	66	20	11.4%	1.44%
Pennsylvania	2,122	310	42	14.6%	.78%
Rhode Island	131	26	8	19.6%	1.94%
South Carolina	742	206	32	27.7%	1.71%
South Dakota	147	24	5	16.5%	1.43%
Tennessee	893	153	35	17.1%	1.54%
Texas	3,428	797	79	23.2%	.92%
Utah	452	51	12	11.2%	1.31%
Vermont	103	13	4	12.3%	1.53%
Virginia	1,111	159	38	14.3%	1.35%
Washington	934	132	34	14.2%	1.47%
West Virginia	311	98	18	31.7%	2.04%
Wisconsin	1079	148	34	13.8%	1.37%
Wyoming	115	14	4	12.3%	1.64%

[1] Numbers are in thousands.

SOURCE: U.S. Bureau of the Census (1993), *March 1993 Current Population Survey. Table 25. Poverty Status by State and Ten Large Metropolitan Areas in 1992*, p. 272.

Chapter 5: Race and Ethnicity: The School-Age Population, Educational Attainment, and Poverty

Chapter Highlights:

This chapter examines the changing racial and ethnic composition of the school-age population and looks at differences in educational attainment and poverty rates by race/ethnicity.

- In 1993, white, non-Hispanic children represented 68.3 percent of the school-age population (ages 5-17); black, non-Hispanic children represented 14.7 percent; Hispanic children represented 12.5 percent; Asian/Pacific Islander children represented 3.5 percent; and American Indian, Eskimo, and Aleut children represented 1.0 percent.
- By the year 2030, it is projected that the proportion of white children in the school-age population will decline to less then half (49.4 percent). During the same period, the proportion of Hispanic children will grow to 22.6 percent; the proportion of Asian/Pacific Islander children will grow to 9.0 percent; the proportion of black children will grow slightly, to 17.7 percent; and the proportion of American Indian, Eskimo, and Aleut children will remain about the same at 1.3 percent.
- Educational attainment — as measured by dropout rates, on-time high school graduation, and participation in post-secondary education — differs by race and ethnicity. Specific examples include:
  - The *status dropout rate* (the percent of persons ages 16-24 who have not graduated and are not enrolled in high school) declined between 1972 and 1992 for all three major racial/ethnic groups: from 12.3 percent to 7.7 percent for whites; from 21.3 percent to 13.7 percent for blacks; and from 34.3 percent to 29.4 percent for Hispanics. However, there are still gaps between the three groups.
  - An analysis of *on-time graduation rates* (the percentage of 18 year olds who either have graduated or are in their fourth year of high school) in 1992 found 82.4 percent for all races: 84.4 percent for whites; 72.1 percent for blacks; and 63.6 percent for Hispanics.
  - The *high school completion rate* for white persons ages 21-22 improved from 85.4 percent in 1972 to 90.2 percent in 1992; the rate for black persons improved from 74.2 percent in 1972 to 81.0 percent in 1992; and the rate for Hispanic persons improved from 55.0 percent in 1972 to 62.6 percent in 1992.
  - In 1990, 19.1 percent of whites age 18 and over had earned at least a bachelor's degree, compared with 9.4 percent of blacks and 7.9 percent of Hispanics.

(continued)

- Of the 7.6 million school-age children (ages 5-17) living below the poverty level in 1990, 41.3 percent were white, 32.2 percent were black; 21.2 percent were Hispanic; 3.0 percent were Asian; and 2.3 percent were American Indian or Other.
- In 1992, within the group "married-couple families," 8.8 percent of white children ages 6-17 lived in poverty, compared with 16.1 percent of black children and 26.3 percent of Hispanic children. Within the group "female-householder, no-spouse-present families," 38.2 percent of white children lived in poverty, compared with 63.5 percent of black children and 62.2 percent of Hispanic children.

The racial and ethnic composition of the school-age population is of concern to educators. Racial/ethnic minorities, who typically have had lower educational achievement than majority students, represent a growing proportion of the total school-age population, and therefore a growing challenge for American education. This chapter examines the changing racial and ethnic composition of the school-age population, and looks at two demographic factors that differ among racial and ethnic groups: educational attainment and poverty.

Considering the projected changes in the racial and ethnic composition of the school-age population, it is useful to examine the major racial or ethnic groups separately in order to assess each group's general educational needs. For this analysis, see the following chapter, titled "Profiles of Racial and Ethnic Groups in the U.S."

When considering statistical data on racial and ethnic groups, however, it is important to remember that:

- Analysis of demographic data by broad racial and ethnic categories implies a homogeneity among populations that does not exist. Considerable diversity occurs within broad racial and ethnic categories.
- Neither race nor ethnicity should be taken as an accurate measure of educational preparation. Specific factors — such as English proficiency, prior schooling, attitude toward education, and personal aspirations — can yield much more information about an individual's educational achievement than can a particular racial or ethnic designation.

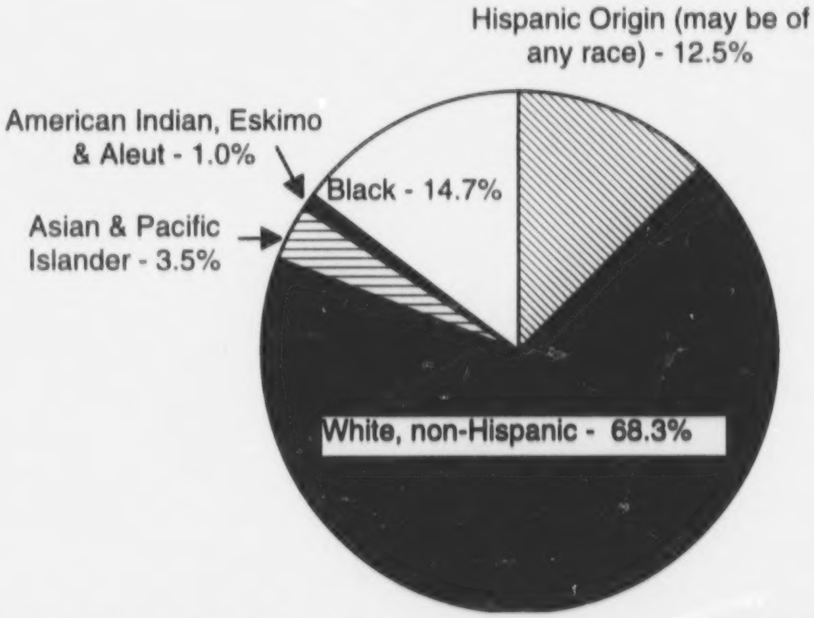
The U. S. Bureau of the Census suggests the following categories as appropriate comparison groups: 1) white, non-Hispanic; 2) black; 3) Hispanic origin; 4) Asian and Pacific Islander; and 5) American Indian, Eskimo, and Aleut (U.S. Bureau of the Census 1993a, xxi). However, various, statistical sources and publications do not always use these categories, and instead often provide information for only whites, blacks, and Hispanics. In an attempt to be as comprehensive as possible, this report presents information for all the Census Bureau categories wherever possible, and for only the three major racial/ethnic groups when these are the only data available.

Racial and Ethnic Changes in the School-Age Population

Figure R-1 on page 46 shows the racial and ethnic composition of the projected 47.4 million school-age persons age 5-17 in 1993. At 68.3 percent, the white, non-Hispanic

Figure R-1

Projected Racial and Ethnic Composition of School-Age Population (Ages 5-17): 1993



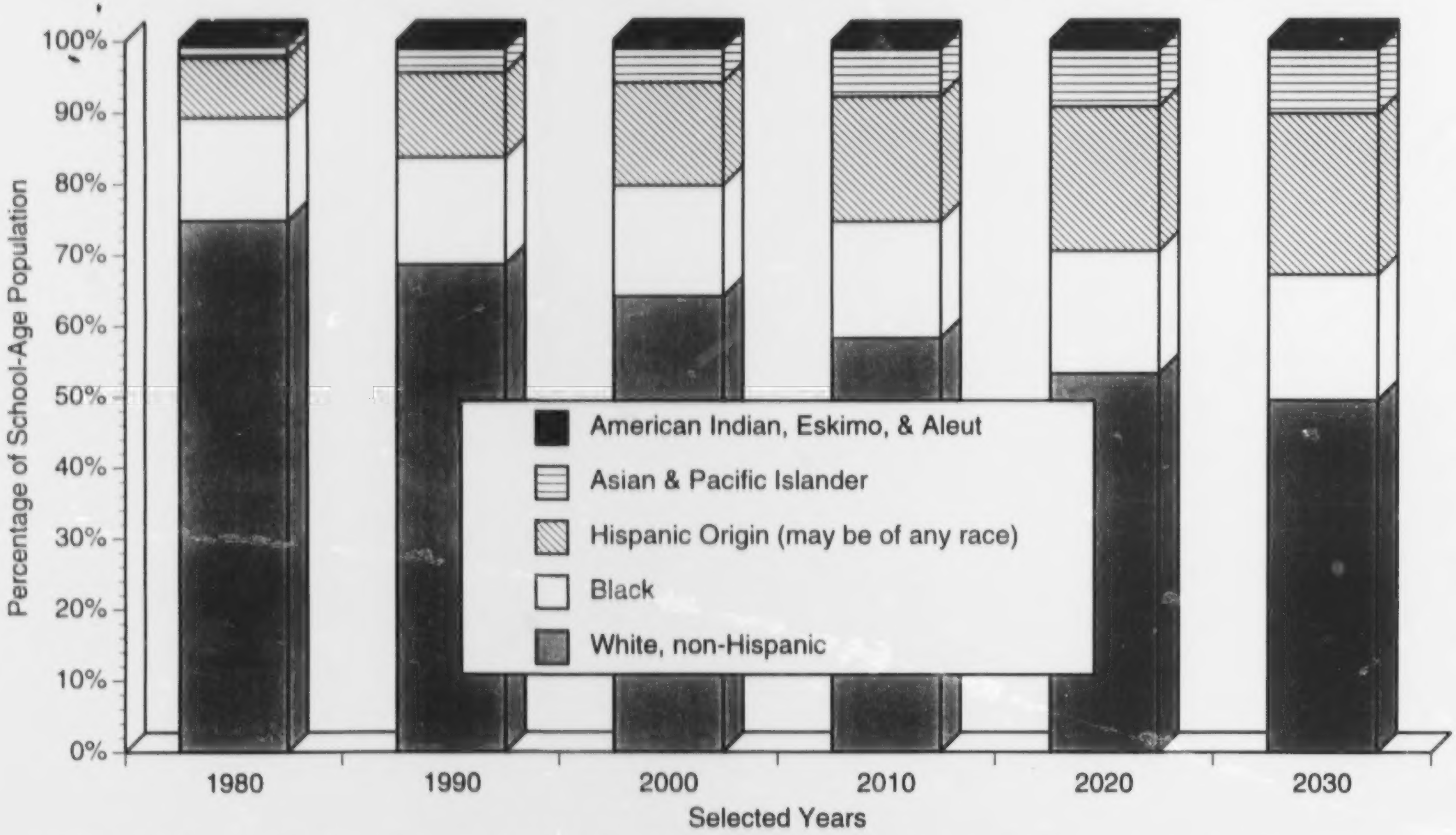
SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, p. 13.

population is the majority group. The black (14.7 percent) and Hispanic origin (12.5 percent) populations share nearly equal proportions of the school-age population. Accounting for under 5 percent of the total school-age population are Asian and Pacific Islanders at 3.5 percent, and American Indians, Eskimos, and Aleuts at 1.0 percent (U.S. Bureau of the Census 1993a, 13).

Trends projected in the racial and ethnic composition of the school-age population are shown graphically in Figure R-2 (page 47) and numerically in Figure R-3 (page 48). The most apparent projected trends are the decline of the white, non-Hispanic population and the increase of the Hispanic origin and Asian/Pacific Islander populations as proportions of the total school-age population.

Specifically, the white proportion of the school-age population is projected to decline from 68.6 percent in 1990 to 49.4 percent by 2030. In contrast, the Hispanic origin population is projected to increase as a proportion of the total school-age population from 11.8 percent in 1990 to 22.6 percent by 2030. The Asian and Pacific Islander population, although smaller in relative terms, will also increase rapidly, from 3.4 percent in 1990 to 9.0 percent by 2030. The black population and American Indian, Eskimo, and Aleut population will show less proportional change. The black school-age population is projected to increase from 15.1 percent of the total in 1990 to 17.7 percent in 2030, and the American Indian, Eskimo, and Aleut school-age population is projected to increase from

Figure R-2
Estimated and Projected School-Age Population by Race and Ethnicity, for Selected Years: 1980 to 2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050. C.P.R. Series P25-1104*, pp. xxv-xxvi; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22.

Figure R-3

Estimated and Projected School-Age Population by Race and Ethnicity, for Selected Years: 1980 to 2030

	Number in Selected Years (In thousands)					
Race/Ethnicity	**1980**	**1990**	**2000**	**2010**	**2020**	**2030**
White, non-Hispanic	35,439	31,402	34,013	31,705	30,299	30,492
Black	6,861	6,915	8,267	8,956	9,826	10,918
Hispanic origin[1]	3,966	5,392	7,644	9,560	11,526	13,938
Asian/Pacific Islander	766	1,552	2,530	3,622	4,541	5,534
American Indian, Eskimo, and Aleut	376	522	620	633	732	808

	Percent Distribution in Selected Years					
Race/Ethnicity	**1980**	**1990**	**2000**	**2010**	**2020**	**2030**
White, non-Hispanic	74.8%	68.6%	64.1%	58.2%	53.2%	49.4%
Black	14.5%	15.1%	15.6%	16.4%	17.3%	17.7%
Hispanic origin[1]	8.4%	11.8%	14.4%	17.5%	20.2%	22.6%
Asian/Pacific Islander	1.6%	3.4%	4.8%	6.6%	8.0%	9.0%
American Indian, Eskimo, and Aleut	.8%	1.1%	1.2%	1.2%	1.3%	1.3%

[1] May be of any race.

SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. xxv-xxvi; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. Calculations by ERS.

1.1 percent of the total school-age population in 1990 to 1.3 percent in 2030 (U.S. Bureau of the Census 1993a, xxv-xxvi; 1993d, 22).

State-by-State Data —

The extent to which racial and ethnic demographic changes are widely noticed depends on how much of a certain population already exists within a community. A 100 percent growth in a group that constitutes one percent of a population is unlikely to be generally noticed, but a 20 percent increase in a group that is 35 percent of the population will be recognized. Table R-1 on page 60 shows state enrollment in public elementary and secondary schools by race for fall 1991. The projected increases in the Hispanic population, for example, may be less noticeable in Vermont, where Hispanic children accounted for only 0.3 percent of total enrollments in 1991, than in California, where Hispanic children accounted for 35.3 percent of total enrollments that same year (U.S. Department of Education 1993, 56, 61).

Educational Attainment by Race and Ethnicity

The success of the educational system in the United States is frequently measured by the proportion of persons graduating from high school, and by participation in continuing education after secondary education. Like many other demographic characteristics, educational attainment — as measured by dropout rates, on-time high school graduation, and participation in post-secondary education — varies by race and ethnicity.

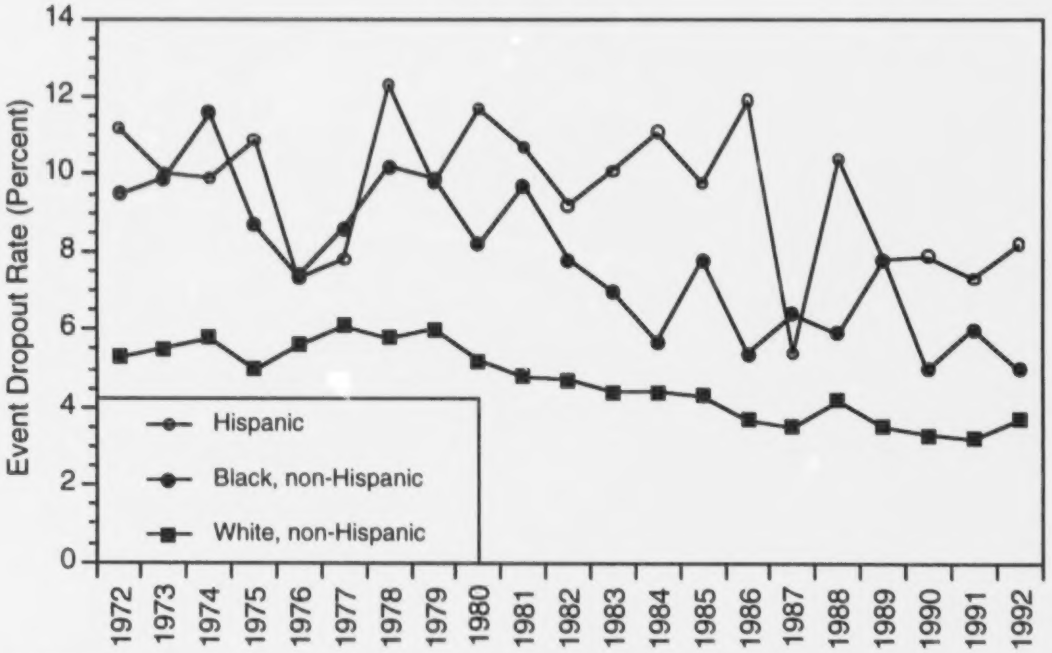
Dropout Rates —

Two measures of dropping out are *event* and *status* dropout rates (National Center for Education Statistics 1993, v). *Event* dropout rates measure the proportion of students who drop out in a single year. *Status* dropout rates measure the proportion of the population who have not completed school and are not enrolled at a particular time, regardless of when they dropped out.

Figure R-4 shows *event* dropout rates for white, black, and Hispanic students for grades 10-12, ages 15-24, by race and ethnicity for the years 1972 to 1992 (National Center for Education Statistics 1993, 91). (For details, see Table R-2 on page 61.) The event dropout rate for each demographic group has declined since the early 1970s. For the white population, the event dropout rate declined steadily from 5.3 percent in 1972 to 3.7 percent in 1992. Due to sharp increases and declines in event dropout rates, the overall reduction in event dropout occurrences is less evident for black and Hispanic students. Using an average of the first three years (1972-1974) and last three years (1990-1992) of event dropout rates for black students

Figure R-4

Event Dropout Rate for Grades 10-12, Ages 15-24, by Race-Ethnicity: 1972 to 1992



SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992*, p. 91.

shows a decline from 10.3 percent to 5.3 percent. Applying the same method to Hispanic event dropout data shows a decline from 10.3 percent to 7.8 percent.

As Figure R-4 illustrates, the event dropout rates for whites, blacks, and Hispanics have grown closer to each other over the last 20 years. In fact, the differences in event dropout rates by race and ethnicity were not statistically significant in 1992 (National Center for Education Statistics 1993, 4-5).

Status dropout rates change less than event dropout rates, since they represent a proportion of all dropouts rather than dropouts for just one year. Figure R-5 shows the status dropout rate for persons ages 16-24 by race and ethnicity for the years 1972 to 1992.

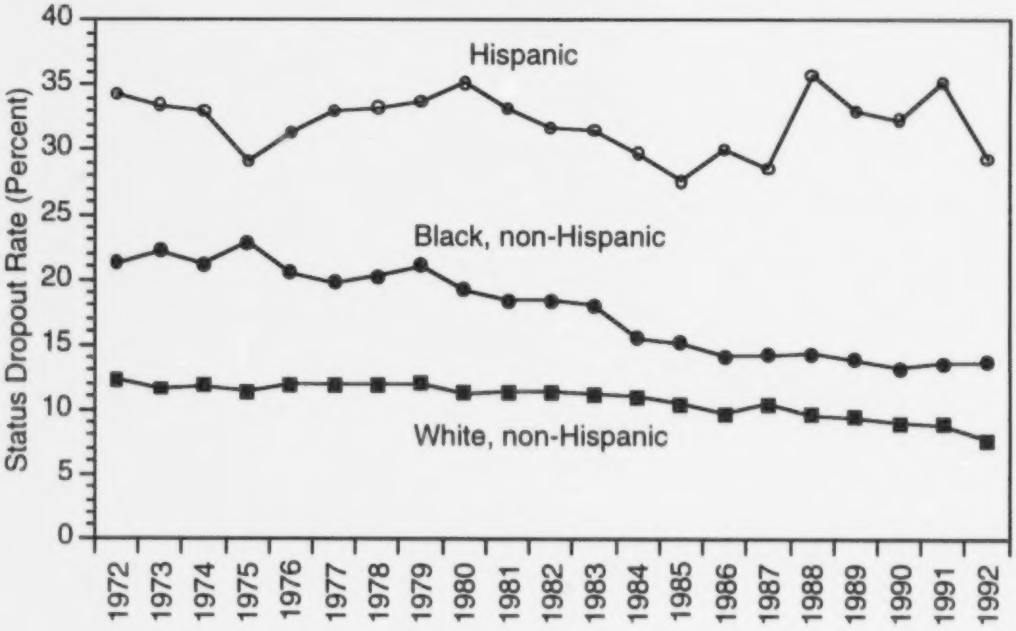
The status dropout rates for the 16-24 year old population declined over the 1972 to 1992 time period in all racial groups. For the white population, the status dropout rate declined from 12.3 percent in 1972 to 7.7 percent in 1992. The black status dropout rate has declined from 21.3 percent to 13.7 percent over the same time period. The Hispanic status dropout rate was 34.3 percent in 1972 and 29.4 percent in 1992 (National Center for Education Statistics 1993, 97).

On-Time Graduation Rates by Race and Ethnicity —

Students in high school are generally expected to complete their high school education by about age 18, with any extra time in high school reflecting an extended stay. Also,

Figure R-5

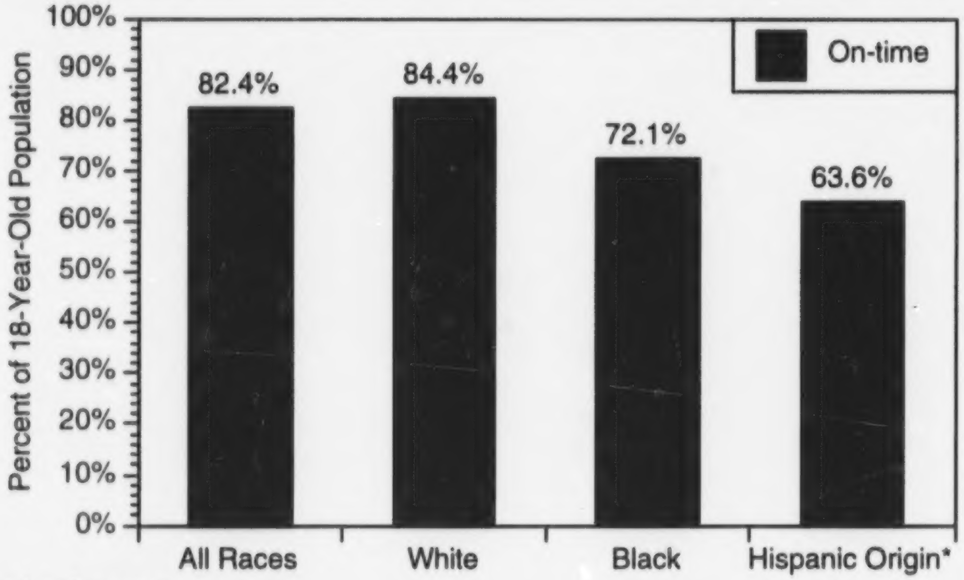
Status Dropout Rates for Persons Ages 16-24, by Race and Ethnicity: 1972 to 1992



SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992*, p. 97.

Figure R-6

On-Time Graduation Status (High School Graduate or in Fourth Year of High School) for Persons Age 18, by Race and Ethnicity: 1992



*May be of any race.

SOURCE: U.S. Bureau of the Census (1993), *School Enrollment — Social and Economic Characteristics of Students: October 1992*, pp. 8-12. Calculations by ERS.

age 18 is when citizens in the United States gain the right to vote and join the army, are considered adults, and are expected to enter the work force or enroll in higher education. For these reasons, *on-time graduation* is a measure of educational productivity.

Figure R-6 shows the on-time graduation status for three racial/ethnic groups: white, black, and Hispanic origin. The on-time graduation status is defined as the percentage of 18 year olds who are in the fourth year of high school or have graduated from high school. Assuming that those 18 year olds in the fourth year of high school went on to graduate, 82.4 percent of students age 18 across all races completed school on time in 1992, as did 84.4 percent of white students, 72.1 percent of black students, and 63.6 percent of Hispanic students of that age (U.S. Bureau of the Census 1993c, 8-12).

Completion Rates by Race and Ethnicity —

Not graduating on time does not mean that students will never obtain their high school diplomas, only that they have not achieved this goal on schedule. Since students who drop out may later return to high school or obtain an equivalency certificate, it is useful to look at a greater span of time over which the high school degree may be obtained.

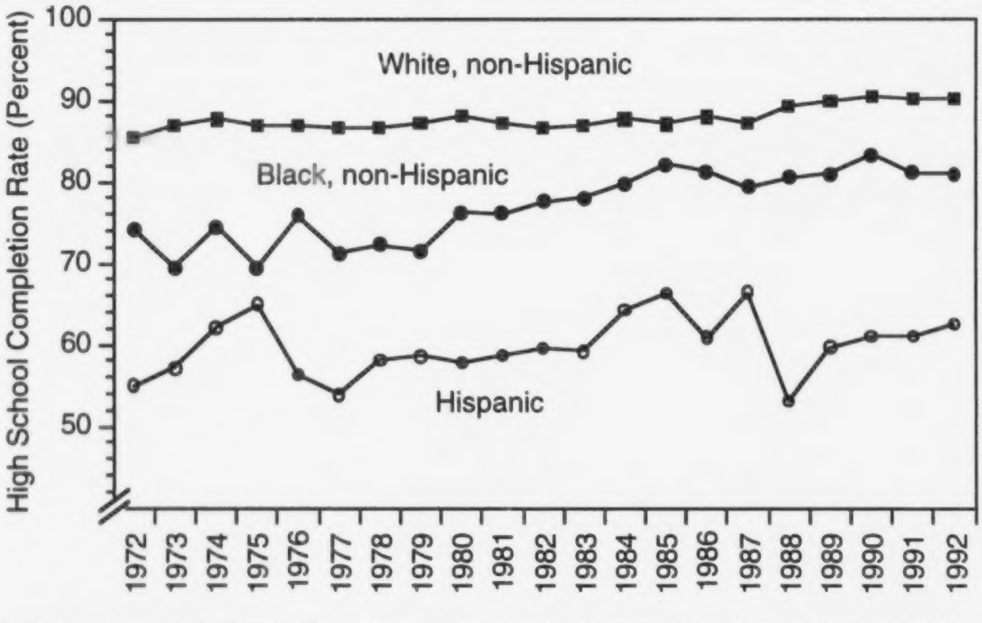
Figure R-7 on page 52 shows high school completion rates for persons ages 21-22, by race and ethnicity, for the years 1972 to 1992. The completion rate for the white 21-22 year old population has improved slowly since 1972, up from 85.4 percent that year to 90.2 percent by 1992. Completion rates have also improved for black 21-22 year olds, up from 74.2 percent in 1972 to 81.0 percent in 1992. Despite some sharp increases and declines, the completion rate for 21-22 year old Hispanic persons also shows some slight improvement since 1972, when the rate was 55.0 percent, to the recent 1992 level of 62.6 percent (National Center for Education Statistics 1993, 113).

Post-Secondary Educational Attainment by Race and Ethnicity — The extent to which students are motivated to get their high school diploma may be influenced by their plans and personal ambitions for education beyond the high school level, such as college or technical training. Also, the level of education attained by a student's parents or typical community member may also influence the student's desire to stay in school. Figure R-8 on page 53 shows the highest degree earned by persons 18 years and over, by race and ethnicity, in 1990.

The white population had the highest participation in post-secondary education, with participation rates nearly double those of black and Hispanic persons in every category at the bachelor's level and beyond. The black and white populations were very similar in the proportions of persons graduating from high school only (36.7 percent and 36.0 percent respectively) and in the proportion of persons going to college but not obtaining

Figure R-7

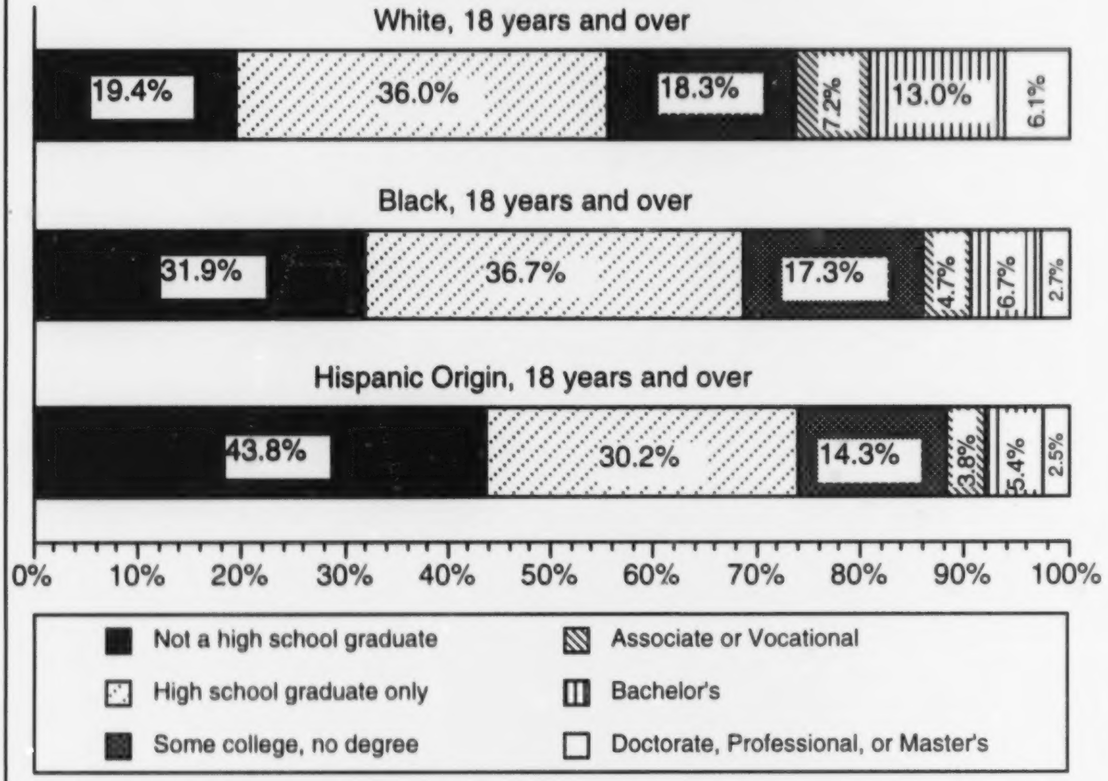
High School Completion Rates for 21-22 Year Olds, by Race and Ethnicity: 1972 to 1992



SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992*, p. 113. See Table R-2.

Figure R-8

Highest Degree Earned, by Race and Hispanic Origin, Persons 18 Years Old and Over: 1990



SOURCE: U.S. Bureau of the Census (1992), *What's It Worth? Educational Background and Economic Status: Spring 1990*, p. 13.

their bachelor's degree (18.3 percent for the white population and 17.3 percent for the black population). The Hispanic group had the greatest proportion of persons not completing high school, at 43.8 percent, compared to 19.4 percent for whites and 31.9 percent for blacks (U.S. Bureau of the Census 1992, 13).

Poverty By Race and Ethnicity

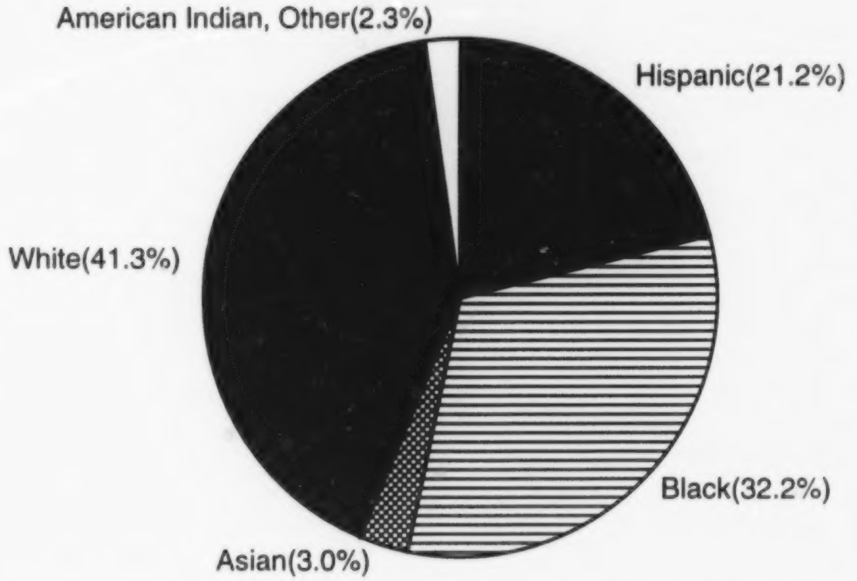
Poverty is likely to have a negative impact on the educational attainment of students, regardless of their racial or ethnic background. However, the extent of poverty in the United States varies by race/ethnicity.

Figure R-9 on page 54 indicates the racial and ethnic origin of the 7.6 million children ages 5-17 who were in poverty in 1990 (U.S. General Accounting Office 1993, 74-76). The population was calculated by ethnic origin, such that there is no overlap of Hispanic persons into the other racial and ethnic categories. Of all children ages 5-17 who were poor in 1990, 41.3 percent were white, 32.2 percent were black, 21.2 percent

Figure R-9

Persons Ages 5-17 in Poverty, by Race and Hispanic Origin: 1990

(N=7.6 million)



SOURCE: U.S. General Accounting Office (1993), *School-Age Demographics: Recent Trends Pose New Educational Challenges*, pp. 74-76.

were Hispanic, 3.0 percent were Asian, and 2.3 percent were American Indians or from other racial or ethnic groups. Note that this does not mean that 41.3 percent of all white children ages 5-17 were poor, but rather that of the total group of poor children specified, 41.3 percent were white.

Figure R-10 on page 55 shows the ratio of income to poverty for related children ages 6-17 by family type and race or ethnicity for 1992 (U.S. Bureau of the Census 1993b, 16-19). The ratio of income to poverty is the proportion of each racial or ethnic group living at specific points beneath, at, or above the poverty level. For example, persons listed as "under 1.00" fall below the poverty level, and those listed as "under .5" live on an income that is less than half of the poverty level. Persons within 1.25 of the poverty line have incomes that put them within 125 percent of the poverty line. The two categories shown — married-couple families and female-householder, no-spouse present families — represent 97 percent of all related children ages 6-17 in families (U.S. Bureau of the Census 1993b, 16).

In terms of poverty by family type, children ages 6-17 in married-couple families fared better in all three racial/ethnic groups than those living in mother-only families. Slightly under half (48.2 percent) of children in mother-only families lived below the poverty level and 62.3 percent lived within 150 percent of the poverty level. In contrast,

Figure R-10

Ratio of Income to Poverty Level, Related School-Age Children (Ages 6-17), by Family Type and Race/Ethnicity: 1992

Related Children Ages 6-17, by Family Type	Total[1]	Ratio of Income to Poverty (Percent of Total)					
		Under .5	Under 1.00	Under 1.25	Under 1.50	Under 1.75	Under 2.00
All Families*	42,562	8.5%	19.0%	24.4%	29.7%	35.0%	40.8%
White	33,882	5.3%	14.2%	19.3%	24.4%	29.5%	35.4%
Black	6,706	23.9%	42.5%	49.1%	56.0%	61.7%	67.7%
Hispanic**	4,719	13.3%	36.5%	47.4%	55.8%	62.5%	69.0%
Married-Couple Families	31,352	3.0%	9.8%	14.4%	19.3%	24.3%	30.0%
White	27,015	2.6%	8.8%	13.3%	17.9%	22.7%	28.4%
Black	2,812	6.5%	16.1%	21.7%	30.2%	37.0%	44.3%
Hispanic**	3,271	7.5%	26.3%	37.9%	47.3%	54.6%	62.2%
Female-Householder, No-Spouse-Present	9,749	25.8%	48.2%	56.0%	62.3%	68.6%	74.0%
White	5,706	17.6%	38.2%	46.4%	53.2%	60.7%	66.4%
Black	3,678	37.8%	63.5%	70.5%	75.9%	80.8%	85.5%
Hispanic**	1,253	26.8%	62.2%	71.7%	77.5%	82.8%	85.7%

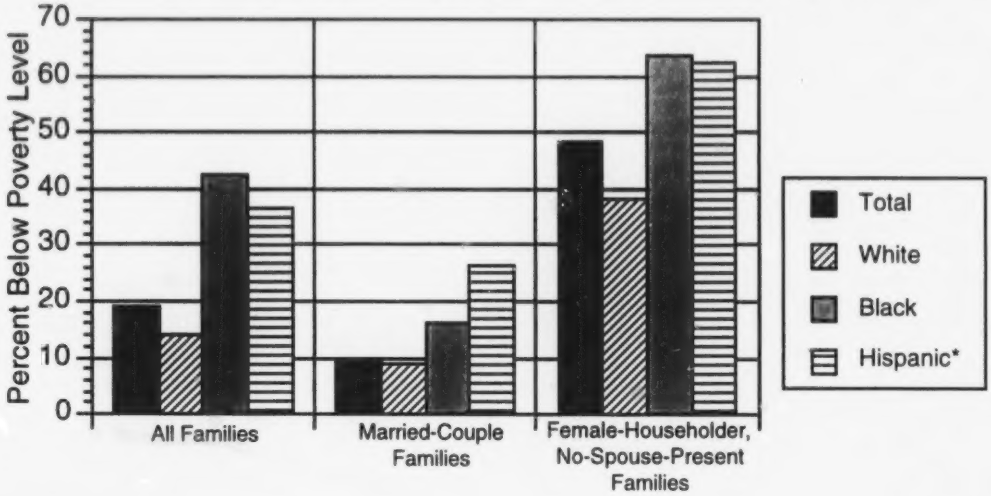
[1] Numbers are in thousands. *Includes other families in addition to the two categories shown in table.

**May be of any race.

SOURCE U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. 16-19.

Figure R-11

Percent of Related School-Age Children (Ages 6-17) Living Below the Poverty Level, by Family Type and Race/Ethnicity: 1992



*May be of any race.
SOURCE: Figure R-10.

only 9.8 percent of the children in married-couple families lived below the poverty line, and 19.3 percent lived within 150 percent of the poverty line. The same pattern holds true in each racial/ethnic group.

Comparing racial/ethnic groups within the category of married-couple families, proportionately fewer white children ages 6-17 were found at all ratios of income to poverty in 1992, with 8.8 percent of these children living under the poverty level. Black children in married-couple families fared better than their Hispanic counterparts, with 16.1 percent of black children and 26.3 percent of Hispanic children in this group living below the poverty line.

As mentioned before, poverty was more prevalent in all three racial/ethnic groups in mother-only homes. In contrast to their poverty rate of 8.8 percent in married-couple families, the poverty rate for white children in mother-only homes was 38.2 percent. While black children had proportionately fewer persons at each ratio of income to poverty in married couple families than Hispanics, in mother-only homes the poverty rates are similar. In fact, proportionately more (37.8 percent) black children in this family type are found living on an income that is half of the poverty level than Hispanic children in similar circumstances (26.8 percent). While the increase in single-parent homes has increased the poverty of all children, the impact has been most serious for black children; if black children were distributed among family types in the same manner as in 1960, their poverty rate would be one third lower than actual 1991 rates (Lewit 1993, 200).

Figure R-11 on page 55 illustrates graphically the data from Figure R-10 related to the proportion of school-age children living in poverty within racial and ethnic groups, by family type.

Poverty Rates of Children by Region and Community Type —

Data on the proportion of children under age 18 living in poverty, by race or ethnicity, in each of the four regions of the United States in 1992 are presented in Figure R-12 on page 57 (U.S. Bureau of the Census 1993b, 39-58). A frequent pattern, which crosses regions and racial and ethnic categories, is the incidence of higher poverty rates in central cities than in other community types. Occasionally, equivalent or higher poverty rates to the central cities are found in rural ("non-metropolitan") areas.

The highest poverty rate for white children under age 18 (30.5 percent) is found in central cities in the Northeast region, while the lowest poverty rate for white children this age (8.7 percent) is found in the Midwest "not central city metropolitan areas" (suburbs). Black children under age 18 experienced their highest poverty rate in Midwest non-metropolitan areas (62.4 percent). The lowest poverty rate for black children occurred in Northeastern suburbs at 29.4 percent. Over half (57.1 percent) of Hispanic children under age 18 lived in poverty in Northeastern central cities, their highest poverty rate in all four regions. The lowest poverty rate for Hispanics under age 18 was found in Southern suburban areas at 28.0 percent.

Figure R-13 on page 58 provides information on the region and community type of poor related school-age children (ages 6-17) by family type and by race and ethnicity (U.S. Bureau of the Census 1993b, 39-42).

Figure R-12

Percentage of Children Under 18 in Poverty, by Region and Community Type: 1992

REGION	Persons Under Age 18			
Community Type	All Races	White	Black	Hispanic*
United States				
Metropolitan Areas	21.4%	16.0%	45.5%	39.2%
Central City	32.5%	24.4%	50.4%	45.7%
Not Central City	14.4%	12.1%	35.8%	30.6%
Non-Metro Areas	23.5%	19.6%	52.3%	47.7%
Northeast				
Metropolitan Areas	19.8%	15.3%	44.9%	51.0%
Central City	36.1%	30.5%	50.0%	57.1%
Not Central City	10.5%	9.3%	29.4%	28.8%
Non-Metro Areas	17.8%	16.6%	-	-
Midwest				
Metropolitan Areas	19.4%	12.3%	48.3%	39.1%
Central City	33.4%	21.0%	51.8%	40.5%
Not Central City	10.1%	8.7%	34.0%	35.6%
Non-Metro Areas	19.7%	18.3%	62.4%	-
South				
Metropolitan Areas	23.9%	15.7%	46.7%	35.2%
Central City	33.3%	20.1%	52.8%	40.4%
Not Central City	18.0%	13.7%	38.1%	28.0%
Non-Metro Areas	28.2%	21.0%	51.6%	55.1%
West				
Metropolitan Areas	21.2%	20.0%	32.3%	37.7%
Central City	27.7%	26.9%	30.9%	44.5%
Not Central City	17.1%	16.0%	33.9%	31.7%
Non-Metro Areas	21.8%	20.9%	-	40.9%

*Persons of Hispanic origin may be of any race. - Insufficient sample size to determine figure.

SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. 39-58.

For white school-age children in married-couple families, the poverty rate was highest in central cities at 12.2 percent. For black and Hispanic school-age children in married-couple families, poverty rates were highest in non-metropolitan areas at 24.9 percent and 33.3 percent respectively.

Across all racial groups, school-age children in female-householder, no-spouse-present homes experienced their highest poverty levels in central cities, with 56.5 percent of these children living in poverty. This pattern holds true for white and Hispanic children, with 48.3 percent of white

Figure R-13

Poverty Rates of Related School-Age Children (Ages 6-17) in Families, by Family Type and Race/Ethnicity: 1991

	Related Children Ages 6-17 in Families (Percent of Total)							
	All Races		White		Black		Hispanic*	
RESIDENCE TYPE	MCF[1]	FHO[2]	MCF[1]	FHO[2]	MCF[1]	FHO[2]	MCF[1]	FHO[2]
Metropolitan Areas	8.7%	47.8%	7.7%	38.2%	13.8%	61.4%	25.6%	61.7%
Central City	13.6%	56.5%	12.2%	48.3%	15.3%	63.8%	29.0%	66.6%
Not Central City	6.5%	37.9%	6.1%	31.1%	11.7%	55.2%	21.9%	51.5%
Non-Metro Areas	12.9%	49.7%	11.9%	38.4%	24.9%	74.9%	33.3%	-

[1] Married-couple families. [2] Female-householder, no-spouse-present families.

-Sample size too small for calculations.

*May be of any race.

SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. 39-42.

children and 66.6 percent of Hispanic children residing in female-householder, no-spouse-present homes living in poverty in central cities. Black children in female-householder, no-spouse-present homes experienced their highest poverty level, 74.9 percent, in non-metropolitan areas.

Poverty Rates of School-Age Children, by State —

The proportion of a state's poor school-age population represented by any one racial or ethnic group frequently reflects the overall demographic composition of the state. Table R-3 on page 62 shows the total number of poor school-age children by race and ethnicity for the states in 1990, and Table R-4 on page 63 presents this same information in percentages (U.S. General Accounting Office 1993, 74-76). In Vermont, for example, 95.1 percent of the poor school-age population is white, reflecting the fact shown in Table R-1 that 97.9 percent of all children enrolled in school in that state are white. Similarly, in the District of Columbia 92.3 percent of the poor school-age population is black, and 89.5 percent of all children enrolled in school are black. Whites represent 50 percent or more of the total poor school-age population in 28 states, and more than 80 percent of the total poor school-age population in six states. Blacks represent 50 percent or more of the total poor school-age population in nine states and the District of Columbia, and Hispanics 50 percent or more of the total poor school-age population in three states.

The three states in which white children represent the highest proportion of all poor school-age children are Maine (96.0 percent), Vermont (95.1 percent), and West Virginia (92.4 percent). The District of Columbia (92.3 percent), Mississippi (75.5 percent) and South Carolina (72.6 percent) have the highest three proportions of poor black school-age children. High proportions of poor Hispanic school-age children are found in New Mexico (58.3 percent), Texas (56.0 percent), and California (51.8 percent). In only two states, Hawaii (58.2 percent) and California (12.0 percent), do Asians represent more than 10 percent of the total poor school-age population. American Indian and other populations, while generally representing less than five percent of the total poor school-age population, represent 20 percent or more of this group in five states — Alaska (45.0 percent), South Dakota (33.1 percent), Montana (21.8 percent), New Mexico (21.0 percent), and Arizona (20.4 percent).

Table R-1 State Enrollment in Public Elementary and Secondary Schools by Race: Fall 1991

	Percent distribution, fall 1991					
State	Total Enrollment	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian or Pacific Islander	Am. Indian or Alaskan Native
U.S. TOTAL	42,000,343	67.4%[1]	16.4%[1]	11.8%[1]	3.4%[1]	1.0%[1]
Alabama	772,004	62.8%	35.5%	0.3%	0.5%	0.9%
Alaska	118,680	66.9%	4.4%	2.2%	3.9%	22.6%
Arizona	656,980	62.4%	4.2%	25.0%	1.5%	6.9%
Arkansas	438,518	74.5%	24.0%	0.6%	0.6%	0.3%
California	5,107,145	44.5%	8.6%	35.3%	10.8%	0.8%
Colorado	593,030	74.9%	5.2%	16.6%	2.3%	1.0%
Connecticut	481,050	74.3%	12.8%	10.4%	2.2%	0.2%
Delaware	102,196	67.3%	27.8%	3.1%	1.6%	0.2%
D.C.	80,618	4.0%	89.5%	5.3%	1.1%	-
Florida	1,932,131	61.2%	24.2%	12.9%	1.6%	0.2%
Georgia	1,177,569	-	-	-	-	-
Hawaii	174,747	23.9%	2.6%	5.2%	67.9%	0.3%
Idaho	225,680	-	-	-	-	-
Illinois	1,848,166	65.4%	21.4%	10.3%	2.8%	0.1%
Indiana	956,994	86.4%	10.9%	1.9%	0.7%	0.1%
Iowa	491,363	94.0%	2.9%	1.4%	1.4%	0.4%
Kansas	445,390	84.6%	8.1%	4.7%	1.7%	0.9%
Kentucky	646,024	89.8%	9.4%	0.2%	0.5%	-
Louisiana	765,589	52.7%	44.7%	1.0%	1.2%	0.4%
Maine	216,400	-	-	-	-	-
Maryland	736,238	60.4%	33.2%	2.5%	3.6%	0.3%
Massachusetts	846,155	80.5%	7.8%	8.1%	3.5%	0.2%
Michigan	1,591,120	78.2%	17.2%	2.4%	1.3%	1.0%
Minnesota	773,571	89.9%	3.6%	1.4%	3.2%	1.8%
Mississippi	504,127	48.3%	50.7%	0.1%	0.5%	0.4%
Missouri	827,404	82.5%	15.7%	0.8%	0.9%	0.2%
Montana	155,779	88.4%	0.4%	1.3%	0.7%	9.2%
Nebraska	279,552	89.4%	5.5%	2.9%	1.1%	1.1%
Nevada	211,810	73.2%	9.0%	12.1%	3.7%	2.0%
New Hampshire	177,138	97.0%	0.8%	1.0%	1.0%	0.2%
New Jersey	1,109,796	64.4%	18.6%	12.2%	4.7%	0.1%
New Mexico	308,667	41.2%	2.3%	45.3%	0.9%	10.4%
New York	2,643,993	59.4%	20.1%	15.8%	4.4%	0.3%
North Carolina	1,097,598	66.4%	30.2%	0.9%	1.0%	1.6%
North Dakota	118,376	91.2%	0.7%	0.6%	0.7%	6.8%
Ohio	1,783,767	83.6%	14.1%	1.3%	0.9%	0.1%
Oklahoma	588,263	73.5%	10.0%	3.0%	1.1%	12.4%
Oregon	498,614	88.1%	2.4%	4.9%	2.9%	1.8%
Pennsylvania	1,692,797	82.2%	13.2%	2.9%	1.7%	0.1%
Rhode Island	142,144	82.7%	6.5%	7.2%	3.1	0.4%
South Carolina	627,470	57.7%	41.1%	0.5%	0.6	0.1%
South Dakota	131,576	-	-	-	-	-
Tennessee	833,651	76.6%	22.2%	0.3%	0.7%	0.1%
Texas	3,464,371	49.0%	14.3%	34.4%	2.1%	0.2%
Utah	456,430	91.9%	0.7%	4.0%	1.9%	1.4%
Vermont	97,137	97.9%	0.6%	0.3%	0.7%	0.6%
Virginia	1,016,204	-	-	-	-	-
Washington	869,327	81.4%	4.2%	6.1%	5.8%	2.5%
West Virginia	320,249	95.5%	3.9%	0.2%	0.4%	0.1%
Wisconsin	814,671	85.2%	8.8%	2.7%	2.1%	1.3%
Wyoming	102,074	89.6%	0.9%	6.0%	0.7%	2.8%

SOURCE: National Center for Education Statistics (1993), *Digest of Education Statistics, 1993*, pp. 56, 61.

[1] Includes estimates for non-responding states. - Data not available.

Table R-2 – Event and Status Dropout Rates, and High School Completion Rates, by Age Groups and Race/Ethnicity: 1972 to 1992*

	Event Dropout Rate, Grades 10-12, Ages 15-24			Status Dropout Rate, Ages 16-24			High School Completion Rate, Ages 21-22		
Year	White**	Black**	Hispanic	White**	Black**	Hispanic	White**	Black**	Hispanic
1972	5.3%	9.5%	11.2%	12.3%	21.3%	34.3%	85.4%	74.2%	55.0%
1973	5.5%	9.9%	10.0%	11.6%	22.2%	33.5%	86.9%	69.5%	57.1%
1974	5.8%	11.6%	9.9%	11.8%	21.2%	33.0%	87.7%	74.5%	62.1%
1975	5.0%	8.7%	10.9%	11.4%	22.8%	29.2%	87.0%	69.5%	65.0%
1976	5.6%	7.4%	7.3%	11.9%	20.5%	31.4%	86.9%	75.9%	56.4%
1977	6.1%	8.6%	7.8%	11.9%	19.8%	33.0%	86.7%	71.3%	53.9%
1978	5.8%	10.2%	12.3%	11.9%	20.2%	33.3%	86.7%	72.3%	58.1%
1979	6.0%	9.9%	9.8%	12.0%	21.1%	33.8%	87.3%	71.6%	58.6%
1980	5.2%	8.2%	11.7%	11.3%	19.2%	35.2%	88.1%	76.3%	57.8%
1981	4.8%	9.7%	10.7%	11.4%	18.4%	33.2%	87.3%	76.1%	58.8%
1982	4.7%	7.8%	9.2%	11.4%	18.4%	31.7%	86.6%	77.6%	59.6%
1983	4.4%	7.0%	10.1%	11.2%	18.0%	31.6%	86.9%	78.1%	59.2%
1984	4.4%	5.7%	11.1%	11.0%	15.5%	29.8%	87.7%	79.8%	64.3%
1985	4.3%	7.8%	9.8%	10.4%	15.2%	27.6%	87.1%	82.2%	66.4%
1986	3.7%	5.4%	11.9%	9.7%	14.1%	30.1%	88.0%	81.3%	60.9%
1987	3.5%	6.4%	5.4%	10.4%	14.2%	28.6%	87.2%	79.4%	66.5%
1988	4.2%	5.9%	10.4%	9.6%	14.3%	35.8%	89.4%	80.6%	53.2%
1989	3.5%	7.8%	7.8%	9.4%	13.9%	33.0%	89.9%	81.0%	59.7%
1990	3.3%	5.0%	7.9%	9.0%	13.2%	32.4%	90.5%	83.3%	61.1%
1991	3.2%	6.0%	7.3%	8.9%	13.6%	35.3%	90.2%	81.2%	61.1%
1992	3.7%	5.0%	8.2%	7.7%	13.7%	29.4%	90.2%	81.0%	62.6%

***Event* dropout rates measure the percent of students who drop out in a single year without completing school. *Status* dropout rates measure the percent of the population who have not completed school and are not enrolled at a particular time, regardless of when they dropped out. The high school completion rate refers to those persons who have completed a high school-level education.

**Non-Hispanics.

SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992*, pp. 91, 97, 113.

Table R-3 – Number of Poor School-Age Children (Ages 5-17) in Each Racial/Ethnic Group, by State: 1990

State	Hispanic	Non-Hispanic				Total, All Groups
		White	Black	Asian	Am. Indian, Other	
U.S. TOTAL	1,604,865	3,128,969	2,433,150	228,355	172,920	7,571,260
Alabama	1,066	60,721	114,680	803	1,289	178,559
Alaska	395	4,788	586	230	4,911	10,910
Arizona	58,607	41,502	7,435	1,198	27,884	136,626
Arkansas	1,569	55,011	49,465	428	697	107,170
California	464,724	195,868	118,129	107,485	10,898	897,104
Colorado	31,166	39,393	8,085	1,838	1,601	82,083
Connecticut	20,070	16,269	13,571	409	292	50,611
D.C.	971	248	16,968	106	82	18,375
Delaware	891	4,345	6,978	71	57	12,342
Florida	63,888	117,641	158,109	3,485	1,846	344,969
Georgia	4,040	69,559	153,430	1,667	706	229,402
Hawaii	3,559	4,117	507	11,822	311	20,316
Idaho	4,828	25,821	123	341	1,166	32,279
Illinois	52,582	114,039	156,208	4,870	1,102	328,801
Indiana	4,668	89,395	37,309	450	1,015	132,837
Iowa	1,837	56,519	5,083	1,193	746	65,378
Kansas	5,131	39,910	11,821	1,364	1,352	59,578
Kentucky	1,080	134,072	25,332	607	496	161,587
Louisiana	3,999	76,469	181,431	3,233	2,423	267,555
Maine	270	25,788	216	216	363	26,853
Maryland	2,589	28,158	49,429	1,897	539	82,612
Massachusetts	31,967	56,427	16052	6,061	2,184	112,691
Michigan	13,892	145,947	121,314	3,110	4,294	288,557
Minnesota	3,826	65,033	10,027	7,964	6,392	93,242
Mississippi	956	40,475	134,317	1,219	928	177,895
Missouri	2,722	99,002	46,862	1,127	1,238	150,951
Montana	1,166	21,563	83	141	6,387	29,340
Nebraska	2,280	26,856	2,432	393	1,694	36,655
Nevada	5,047	11,251	5,058	685	1,024	23,065
New Hampshire	437	11,102	213	243	122	12,117
New Jersey	40,952	38,506	50,887	2,899	1,127	134,371
New Mexico	48,358	14,852	1,890	443	17,441	82,984
New York	184,199	168,390	157,460	16,610	5,186	531,845
North Carolina	2,810	65,546	105,765	1,447	5,386	180,954
North Dakota	379	15,479	89	75	3,909	19,931
Ohio	10,021	202,782	105,227	2,219	2,109	322,358
Oklahoma	7,943	68,005	22,467	837	20,766	120,018
Oregon	8,309	51,350	3,273	2,468	2,526	67,926
Pennsylvania	24,867	173,819	79,120	5,476	1,410	284,692
Rhode Island	4,016	11,073	2,410	1,270	537	19,306
South Carolina	1,005	34,034	95,080	448	486	131,053
South Dakota	379	17,077	175	105	8,765	26,501
Tennessee	1,469	95,530	70,728	1,015	695	169,437
Texas	444,766	166,239	170,733	9,866	3,170	794,774
Utah	5,323	39,035	677	1,272	2,876	49,183
Vermont	124	10,174	142	45	210	10,695
Virginia	2,884	56,719	67,110	2,279	573	129,565
Washington	16,876	71,290	8,613	8,366	6,053	111,198
West Virginia	527	73,917	5,101	108	327	79,980
Wisconsin	7,696	68,589	34,744	6,407	4,149	121,586
Wyoming	1,739	9,274	206	44	1,180	12,443

SOURCE: U.S. General Accounting Office (1993), *School Age Demographics: Recent Trends Pose New Educational Challenges*, pp. 74-76.

Table R-4 – Percent of Poor School-Age Children (Ages 5-17) in Each Racial/Ethnic Group, by State: 1990

		Non-Hispanic				
State	Hispanic	White	Black	Asian	Am. Indian, Other	Total, All Groups
U.S. TOTAL	21.2%	41.3%	32.2%	3.0%	2.3%	100.0%
Alabama	0.6%	34.0%	64.2%	0.4%	0.7%	100.0%
Alaska	3.6%	43.9%	5.4%	2.1%	45.0%	100.0%
Arizona	42.9%	30.4%	5.4%	0.9%	20.4%	100.0%
Arkansas	1.5%	51.3%	46.2%	0.4%	0.7%	100.0%
California	51.8%	21.8%	13.2%	12.0%	1.2%	100.0%
Colorado	38.0%	48.0%	9.8%	2.2%	2.0%	100.0%
Connecticut	39.7%	32.1%	26.8%	0.8%	0.6%	100.0%
D.C.	5.3%	1.3%	92.3%	0.6%	0.4%	100.0%
Delaware	7.2%	35.2%	56.5%	0.6%	0.5%	100.0%
Florida	18.5%	34.1%	45.8%	1.0%	0.5%	100.0%
Georgia	1.8%	30.3%	66.9%	0.7%	0.3%	100.0%
Hawaii	17.5%	20.3%	2.5%	58.2%	1.5%	100.0%
Idaho	15.0%	80.0%	0.4%	1.1%	3.6%	100.0%
Illinois	16.0%	34.7%	47.5%	1.5%	0.3%	100.0%
Indiana	3.5%	67.3%	28.1%	0.3%	0.8%	100.0%
Iowa	2.8%	86.4%	7.8%	1.8%	1.1%	100.0%
Kansas	8.6%	67.0%	19.8%	2.3%	2.3%	100.0%
Kentucky	0.7%	83.0%	15.7%	0.4%	0.3%	100.0%
Louisiana	1.5%	28.6%	67.8%	1.2%	0.9%	100.0%
Maine	1.0%	96.0%	0.8%	0.8%	1.4%	100.0%
Maryland	3.1%	34.1%	59.8%	2.3%	0.7%	100.0%
Massachusetts	28.4%	50.1%	14.2%	5.4%	1.9%	100.0%
Michigan	4.8%	50.6%	42.0%	1.1%	1.5%	100.0%
Minnesota	4.1%	69.7%	10.8%	8.5%	6.9%	100.0%
Mississippi	0.5%	22.8%	75.5%	0.7%	0.5%	100.0%
Missouri	1.8%	65.6%	31.0%	0.7%	0.8%	100.0%
Montana	4.0%	73.5%	0.3%	0.5%	21.8%	100.0%
Nebraska	6.2%	73.3%	6.6%	1.1%	4.6%	100.0%
Nevada	21.9%	48.8%	21.9%	3.0%	4.4%	100.0%
New Hampshire	3.6%	91.6%	1.8%	2.0%	1.0%	100.0%
New Jersey	30.5%	28.7%	37.9%	2.2%	0.8%	100.0%
New Mexico	58.3%	17.9%	2.3%	0.5%	21.0%	100.0%
New York	34.6%	31.7%	29.6%	3.1%	1.0%	100.0%
North Carolina	1.6%	36.2%	58.4%	0.8%	3.0%	100.0%
North Dakota	1.9%	77.7%	0.4%	0.4%	19.6%	100.0%
Ohio	3.1%	62.9%	32.6%	0.7%	0.7%	100.0%
Oklahoma	6.6%	56.7%	18.7%	0.7%	17.3%	100.0%
Oregon	12.2%	75.6%	4.8%	3.6%	3.7%	100.0%
Pennsylvania	8.7%	61.1%	27.8%	1.9%	0.5%	100.0%
Rhode Island	20.8%	57.4%	12.5%	6.6%	2.8%	100.0%
South Carolina	0.8%	26.0%	72.6%	0.3%	0.4%	100.0%
South Dakota	1.4%	64.4%	0.7%	0.4%	33.1%	100.0%
Tennessee	0.9%	56.4%	41.7%	0.6%	0.4%	100.0%
Texas	56.0%	20.9%	21.5%	1.2%	0.4%	100.0%
Utah	10.8%	79.4%	1.4%	2.6%	5.8%	100.0%
Vermont	1.2%	95.1%	1.3%	0.4%	2.0%	100.0%
Virginia	2.2%	43.8%	51.8%	1.8%	0.4%	100.0%
Washington	15.2%	64.1%	7.7%	7.5%	5.4%	100.0%
West Virginia	0.7%	92.4%	6.4%	0.1%	0.4%	100.0%
Wisconsin	6.3%	56.4%	28.6%	5.3%	3.4%	100.0%
Wyoming	14.0%	74.5%	1.7%	0.4%	9.5%	100.0%

SOURCE: U. S. General Accounting Office (1993), *School Age Demographics: Recent Trends Pose New Educational Challenges*, pp. 74-76. Calcuations by ERS.

Chapter 6: Profiles of the Major Racial and Ethnic Groups in the U.S.

Chapter Highlights:

This chapter examines the status and trends of the major racial/ethnic groups identified by the U.S. Bureau of the Census: 1) white, 2) black, 3) Hispanic origin, 4) Asian and Pacific Islander, and 5) American Indian, Eskimo, and Aleut.

- The white school-age population is projected to decline from its 1980 high of 35.4 million to 30.5 million by 2030.
- A statistical profile of the white school-age population (ages 6-17) in 1992 found that:
  - — The majority of white school-age children (78.1 percent) lived with both parents; 18.5 percent lived in mother-only households; and 3.4 percent lived in father-only households.
  - — Most white school-age children (82.8 percent) had parents who had completed high school.
  - — 83.1 percent of white school-age children had one or both parents employed; this was true of 87.4 percent of those living with both parents and 64.8 percent of those living with their mothers only.
  - — 16.4 percent of white school-age children lived in poverty in 1992; this was true of 9.7 percent in two-parent families and 45.6 percent in mother-only families.
- The black school-age population is projected to increase from 6.9 million in 1980 to 10.1 million by 2030.
- A statistical profile of the black school-age population (ages 6-17) in 1992 found that:
  - — More black school-age children lived with their mothers only (55.5 percent) than with both parents (41.3 percent).
  - — Most black school-age children (73.6 percent) had parents who had completed high school.
  - — 61.0 percent of black school-age children had one or both parents employed; this was true of 77.9 percent of children living with both parents and 48.1 percent of children living with their mothers only.
  - — Nearly half (45.3) of all black school-age children lived in poverty in 1992; this was true of 66.2 percent of black children in mother-only homes, and 14.6 percent of black children in two-parent homes.
- The Hispanic school-age population is expected to increase from 4.0 million in 1980 to 13.9 million by 2030.
- Of the total Hispanic school-age population in the United States in 1992, 69.1 percent were of Mexican descent. All other groups represented less than 12.0 percent of the school-age Hispanic population: Central and South Americans 11.1 percent; Puerto Ricans 10.9 percent; Cubans 2.7 percent; and Others 6.2 percent.
- Demographic and educational indicators vary by Hispanic origin. For example, Puerto Rican children experienced the greatest level of poverty among Hispanic groups in 1990 (49.0 percent), while Cuban children had the lowest level of poverty at 17.7 percent.

(continued)

- A statistical profile of the Hispanic school-age population (ages 6-17) in 1992 found that:
  - — Most Hispanic school-age children (66.2 percent) lived in homes with both parents; 30.0 percent lived in mother-only homes.
  - — More than half of all Hispanic school-age children (54.4 percent) had parents with less than a high school education.
  - — The percentage of Hispanic children whose parents were employed was 80.6 percent in two-parent homes, but much lower (43.6 percent in mother-only homes).
  - — 40.1 percent of all Hispanic school-age children lived in poverty in 1992; this was true of 66.1 percent in mother-only homes, and 29.2 percent in two-parent homes.
- The Asian/Pacific Islander school-age population is projected to rise from 766,000 in 1980 to 5.1 million by 2030.
- The Asian and Pacific Islander population in the United States comprises many groups, including Filipinos (20.2 percent) Chinese (17.4 percent), Other Asians (15.3 percent), Southeast Asians (12.7 percent), Koreans (11.0 percent), Pacific Islanders (8.8 percent), South Asians (8.7 percent), and Japanese (6.0 percent).
- A statistical profile of the Asian/Pacific Islander (API) population in 1990 and 1991 found that:
  - — The number of Asian/Pacific Islander school-age children (ages 5-19) in 1991 totaled about 1.8 million, and represented 25 percent of the total API population.
  - — The great majority of Asian/Pacific Islander children under age 18 (84.3 percent) lived with two parents in 1991; 12.2 percent lived in mother-only homes.
  - — 89.1 percent of the Asian/Pacific Islander population ages 25 to 34 had completed at least four years of high school in 1991.
  - — Of the API population 16 years old and over in 1991, 59.6 percent were employed.
  - — The poverty rate for API children under 18 was 17.6 percent.
- American Indians, Eskimos, and Aleuts comprise the smallest school-age population group. This group totaled 406,000 in 1980, and is projected to rise to 753,000 by 2030.
- In 1993, only four states had American Indian, Eskimo, and Aleut population age 0-19 exceeding 10 percent of the total state population: Alaska (21.2 percent), South Dakota (13.2 percent), New Mexico (12.9 percent), and Oklahoma (11.3 percent).
- Because of the small size of this group, detailed demographic data are not available. However, some descriptive statistics include:
  - — In 1990, the majority of American Indian, Eskimo, and Aleut children (60.1 percent) lived with both parents, while 31.5 percent lived with their mother only.
  - — 7.7 percent of the American Indian, Eskimo, and Aleut population ages 25 and over had completed at least four years of college.

This chapter examines demographic data on the major racial/ethnic groups identified by the U.S. Bureau of the Census: 1) white; 2) black; 3) Hispanic origin; 4) Asian and Pacific Islander; and 5) American Indian, Eskimo, and Aleut. The discussion includes projected changes in the school-age population in each racial/ethnic group, selected statistical characteristics of each group, and state projections of the racial/ethnic group as a proportion of the total school-age population. In addition, the Hispanic and Asian/Pacific Islander populations are analyzed by country of origin.

The White School-Age Population

Changes in Population —

The U.S. Bureau of the Census defines the white racial classification as "A person having origins in any of the original peoples of Europe, North Africa, or the Middle East" (U.S. Bureau of the Census 1993b, xl).

Figure PR-1 on page 67 shows the projected changes in the number of white children ages 5-17 for selected years from 1980 to 2030. In terms of raw numerical changes, the white school-age population is projected to decline from the 1980 high of 35.4 million children to 30.5 million children by 2030 (U.S. Bureau of the Census 1993b, 17-47; 1993c, 22).

Figure PR-2 on page 67 shows the projected numbers of white school-age children by three age groups: ages 5-9, 10-13, and 14-17. From 1980 to 2030, the number of 5-9 year olds in the white school-age population is expected to decrease from a high of 13.1 million in 2000 to 11.3 million by 2030. The 10-13 and 14-17-year-old white populations, following dramatic decreases over the 10 years between 1980 and 1990, will follow similar projected growth patterns, with both groups experiencing moderate growth until after the turn of the century, and then declining through 2030. From populations of about 9.6 million and 9.2 million respectively in 1990, the white populations of 10-13 and 14-17 year olds are expected to increase to about 10.7 million persons by 2005 and then decline to about 9.6 million persons by 2030 (U.S. Bureau of the Census 1993b, 17-47; 1993c, 22).

Selected Characteristics of the White School-Age Population —

Further details on the white school-age population are shown in Figure PR-3 (page 68), which provides data on selected characteristics of white school-age children ages 6-17 by the number of parents at home and for mother-only homes in 1992 (U.S. Bureau of the Census 1992b, 33, 35, 36).

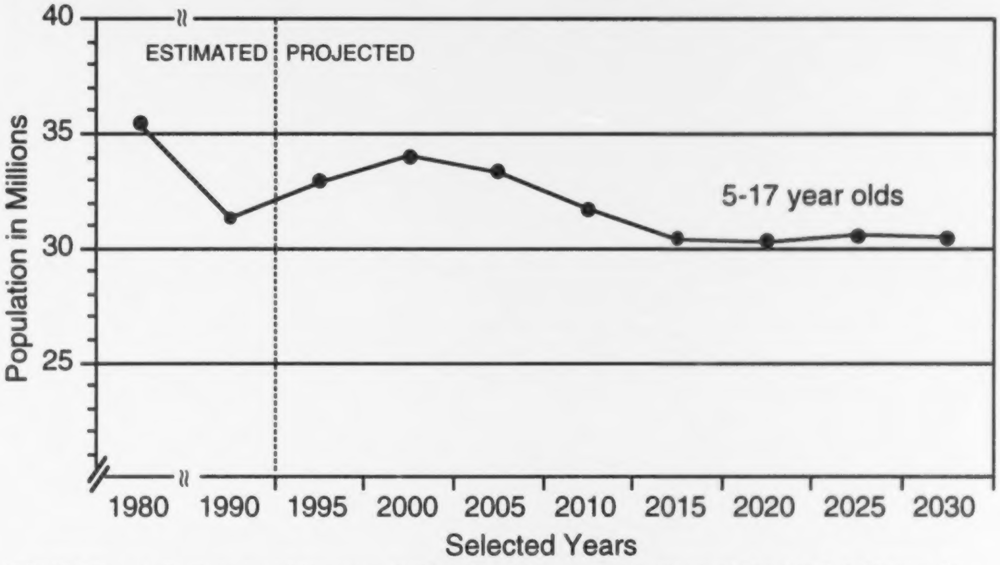
The majority of white school-age children (78.1 percent) lived with both parents in 1992. Mother-only homes represented 18.5 percent of all homes with parents for these children. Father-only homes, which represented 3.4 percent of all homes with parents, are not shown separately in the table.

In terms of area of residence, almost three-fourths of white school-age children (74.2 percent) lived in metropolitan areas: 22.8 percent in central cities, and 51.4 percent in suburban communities. About one-fourth (25.8 percent) lived outside metropolitan areas in rural communities.

Most parents of white school-age children (82.8 percent) had completed high school, with 47.9 percent continuing their education beyond high school. However, 17.1 percent of white school-age children had parents who did not have their high school diploma.

Figure PR-1

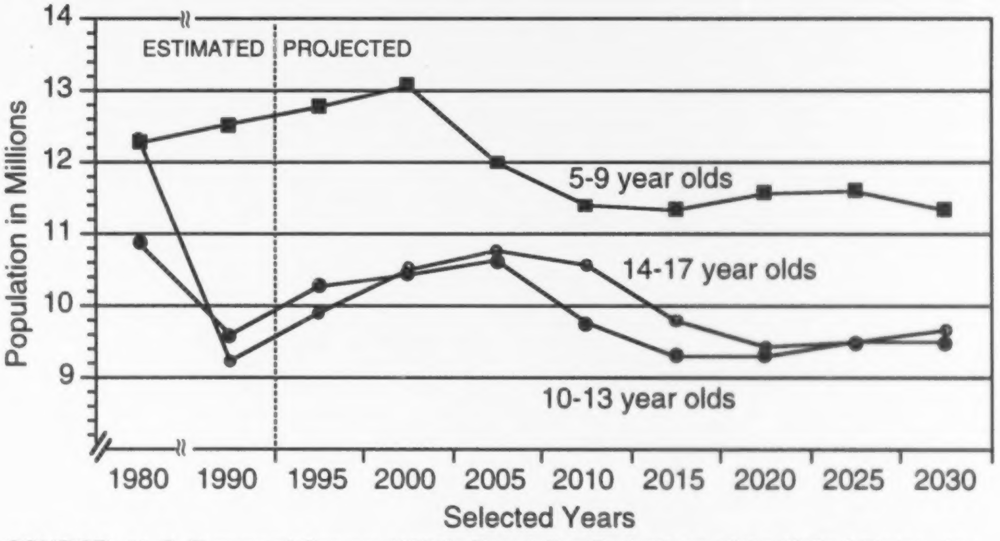
Estimated and Projected White School-Age Population: 1980-2030



SOURCE: U. S. Bureau of Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 17-47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. See Table PR 11.

Figure PR-2

Estimated and Projected White School-Age Population by Age Groups: 1980-2030



SOURCE: U. S. Bureau of Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 17-47. U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. See Table PR-12.

Figure PR-3 – Selected Characteristics of the White School-Age Population (Ages 6-17): 1992

CHARACTERISTIC	Children Ages 6 to 17 by Parents Living at Home					
	One or Both Parents$^{\Delta}$		Both Parents		Mother Only	
	Number*	Percent†	Number*	Percent†	Number*	Percent†
Total Population	33,289	100%	26,011	100%	6,148	100%
AREA OF RESIDENCE						
Inside metropolitan area	24,707	74.2%	19,095	73.4%	4,821	78.4%
1,000,000 or more	12,924	38.8%	9,910	38.1%	2,640	42.9%
Central city	3,889	11.7%	2,699	10.4%	1,052	17.1%
Not in central city	9,035	27.1%	7,212	27.7%	1,589	25.8%
Under 1,000,000	11,783	35.4%	9,185	35.3%	2,179	35.4%
Central city	3,697	11.1%	2,555	9.8%	956	15.5%
Not in central city	8,087	24.3%	6,630	25.5%	1,223	19.9%
Outside Metropolitan Area	8,583	25.8%	6,916	26.6%	1,328	21.6%
EDUCATION OF PARENT						
Less than 9th grade	2,435	7.3%	1,691	6.5%	627	10.2%
9th to 12th grade, no diploma	3,274	9.8%	2,099	8.1%	1,036	16.9%
High school graduate (including equivalency)	11,621	34.9%	9,099	35.0%	2,102	34.2%
Some college, no degree or associate degree	8,330	25.0%	6,385	24.5%	1,661	27.0%
Bachelor's degree	4,641	13.9%	3,996	15.4%	517	8.4%
Graduate or professional degree	2,990	9.0%	2,741	10.5%	205	3.3%
PARENT EMPLOYMENT STATUS						
In the labor force	29,482	88.6%	24,044	92.4%	4,419	71.9%
Employed	27,657	83.1%	22,727	87.4%	3,984	64.8%
Both Parents Employed$^{\Delta\Delta}$	15,519	46.6%	15,519	59.7%	-	-
Full time	25,425	76.4%	21,372	82.2%	-	-
Part time	2,234	6.7%	1,354	5.2%	801	13.0%
Unemployed	1,825	5.5%	1,318	5.1%	436	7.1%
Not in the labor force	3,390	10.2%	1,564	6.0%	1,724	28.0%
FAMILY INCOME						
Under $10,000	3,036	9.1%	898	3.5%	2,001	32.5%
$10,000 to $19,999	4,277	12.8%	2,434	9.4%	1,624	26.4%
$20,000 to $29,999	4,803	14.4%	3,439	13.2%	1,080	17.6%
$30,000 to $39,999	5,083	15.3%	4,201	16.2%	710	11.5%
$40,000 to $49,999	4,766	14.3%	4,258	16.4%	380	6.2%
$50,000 and over	11,325	34.0%	10,779	41.4%	354	5.8%
Mean Income**	$42,686	-	$48,351	-	$19,834	-
Median Income**	$36,900	-	$42,069	-	$14,423	-
Percent below poverty level**	-	16.4%	-	9.7%	-	45.6%
Percent below 125% of poverty level**	-	21.4%	-	14.2%	-	52.7%
NUMBER OF SIBLINGS IN HOUSEHOLD						
None	4,981	15.0%	3,072	11.8%	1,508	24.5%
One	13,926	41.8%	11,069	42.6%	2,392	38.9%
Two	8,977	27.0%	7,346	28.2%	1,447	23.5%
Three	3,447	10.4%	2,906	11.2%	479	7.8%
Four or more	1,959	5.4%	1,616	6.2%	322	5.2%
Mean number of siblings**	1.41	-	1.47	-	1.24	-

$^{\Delta}$Includes homes with both parents, with mother only and with father only. *Numbers are in thousands. †Percents based on total population in column. **Data is for persons under 18, not 6-17. $^{\Delta\Delta}$Either full time or part time employment.

SOURCE: U. S. Bureau of the Census (1992), *Marital Status and Living Arrangements: March 1992*, pp. 33, 35, 36. Calculations by ERS.

Lesser educational attainment was found in mother-only homes, with more single mothers not finishing high school (27.1 percent) and just 38.7 percent going to school beyond high school.

Parental employment also varied by family type. While overall, 83.1 percent of white school-age children had one or both parents employed, this was true of 87.4 percent of children living with both parents and only 64.8 percent of children living in mother-only homes.

The median family income for white school-age children living in households with both parents was $42,069 in 1992, and 41.4 percent of these families earned $50,000 or more in that year. In mother-only homes, the median income in 1992 was $14,423, and only 5.8 percent of these homes earned $50,000 or more in that year.

The most notable differences regarding family income concern the percentage of each family type below or close to poverty levels. While 16.4 percent of all white school-age children and 9.7 percent of those in two-parent homes were in poverty, 45.6 percent of those in mother-only homes were in poverty. When poverty figures include those families near the poverty level, (within 125 percent), the proportion of children in each family type living in or near poverty are 21.4 percent for all homes, 14.2 percent for homes with both parents, and 52.7 percent for mother-only homes.

State Projections of Population Growth for White Children —
Data for the years 1993 to 2020 on the projected number of white children and youth ages 0-19 and the proportion of the total age 0-19 population they represent in each state are shown in Tables PR-1 and PR-2 (pages 93 and 94). Changes in the proportion of the age 0-19 population represented by whites are shown in Figure PR-4 (page 70), which is based on the data in Table PR-2.

As shown in Figure PR-4, the white population ages 0-19 is projected to decline or remain stable in all states. In Delaware, for example, the white age 0-19 population will decline from 74.2 percent in 1993 to 60.3 percent by 2020, and in South Dakota, whites will decline from 85.5 percent to 72.0 percent over the same period. In contrast, the white age 0-19 population will change little from 1993 levels in Maine (97.9 percent) and West Virginia (95.5 percent), with Maine showing a white age 0-19 population of 97.3 percent and West Virginia 94.8 percent by 2020 (U.S. Bureau of the Census 1994).

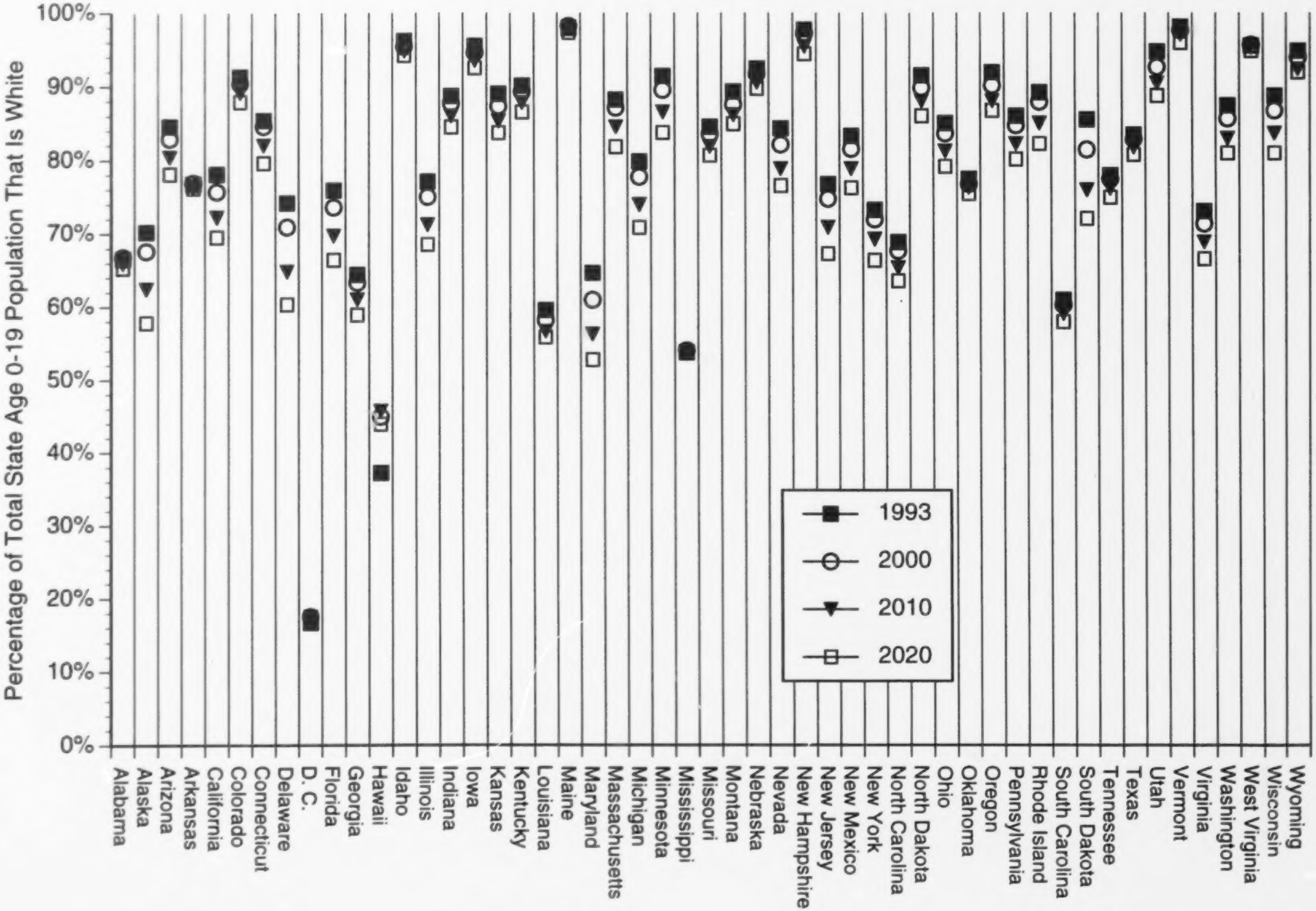
The Black School-Age Population

Changes in Population —
The U.S. Bureau of the Census defines the black racial classification as "A person having origins in any of the black racial groups of Africa" (U.S. Bureau of the Census 1993b, xl).

In contrast to the white school-age population, the number of black school-age children is projected to increase between 1980 and 2030 (see Figure PR-5, page 71). While the black school-age population fell from an estimated 6.9 million in 1980 to 6.6 million in 1990, the number of children in this group is projected to increase to 8.3 million by 2005 and then to 10.1 million by 2030 (U.S. Bureau of the Census 1993b, 17-47; 1993c, 22).

Figure PR-6 on page 71 shows changes in the black school-age population by age groups. When this population is examined by

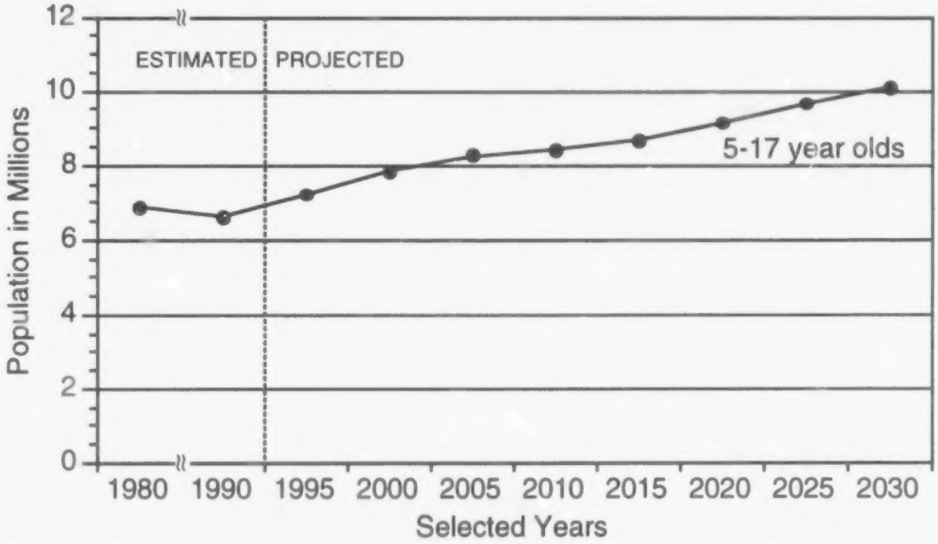
Figure PR-4 – Percentage of Total State Age 0-19 Population That Is White: Projections for 1993 to 2020



SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020,* Press Release CB94-66. Calculations by ERS.

Figure PR-5

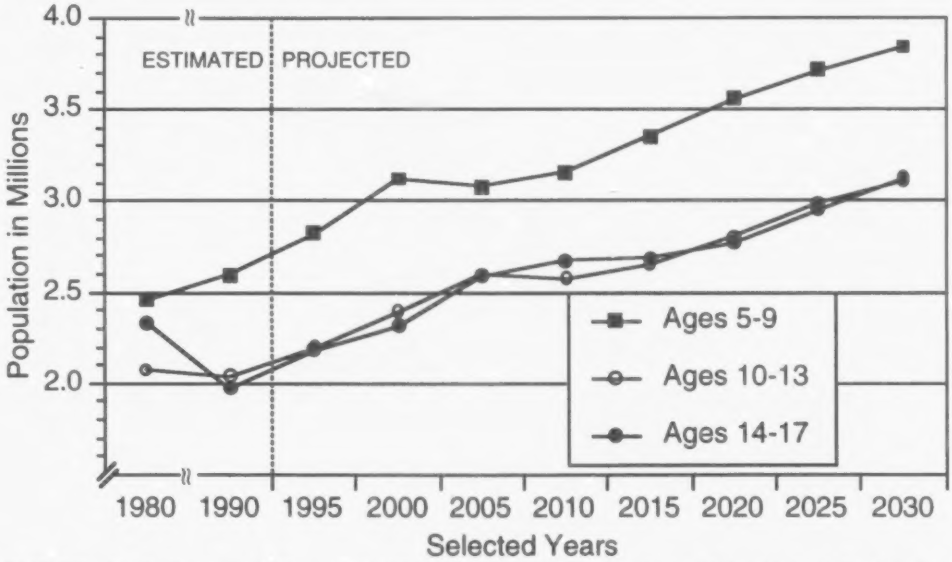
Estimated and Projected Black School-Age Population: 1980 to 2030



SOURCE: U. S. Bureau of Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 17-47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. See Table PR-11.

Figure PR-6

Estimated and Projected Black School-Age Population by Age Groups: 1980-2030



SOURCE: U. S. Bureau of Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 17-47. U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. See Table PR-12.

5-9, 10-13, and 14-17 year old age groups, projected increases are found for each age group in every instance except for a slight decline in the 5-9 year old age group around 2005. In spite of this slight decline, the number of black children ages 5-9 is projected to increase from an estimated 2.5 million in 1980 to 3.8 million by 2030. The black 10-13 and 14-17 year old age groups are projected to increase in a similar fashion. From similar starting points in 1990 of about 2 million apiece, the black 10-13 and 14-17 year old populations will increase to 3.1 million by 2030 (U.S. Bureau of the Census 1993b, 17-47; 1993c, 22).

Selected Characteristics of the Black School-Age Population —

Figure PR-7 on page 73 shows information on the area of residence, parent(s)' educational background, parent(s)' employment status, family income, and number of siblings of black school-age children by family type in 1992 (U.S. Bureau of the Census 1992b, 37, 39, 40). Unlike the white school-age population, in which the majority of children lived with both parents, more black school-age children lived with their mothers only (55.5 percent) than with both parents (41.3 percent).

The great majority of black school-age children lived in metropolitan areas (84.1 percent). Fully 53.9 percent of black school-age children lived in central city areas, and 30.2 percent lived in areas surrounding the central city. The other 15.9 percent of black school-age children lived outside of metropolitan areas.

In terms of parent(s)' educational background, overall, 26.3 percent of black school-age children had parents with less than a high school education. This proportion was lower for two-parent homes (18.7 percent) than for mother-only homes (32.0 percent). While 41.4 percent of black school-age children had parents who had stopped their education after high school, 32.5 percent had parents who had continued their education beyond a high school diploma, and 10.4 percent had parents who were college graduates and graduate or professional degree holders.

The employment status of the parents of black school-age children varied by the child's family structure at home. Overall, 61.0 percent of black school-age children had parents who were employed in 1992. The employment status was higher for two-parent homes, with 77.9 percent having at least one parent employed and 58.4 percent having both parents working. In contrast, only 48.1 percent of black school-age children in mother-only homes had mothers who were employed.

Family income, reflecting the disparities in employment status, also varied by family structure. The median income for all parents of black school-age children was $16,866, while the median income for two-parent homes and mother-only homes was $33,338 and $9,168 respectively. Nearly half of black school-age children (45.3 percent) lived below the poverty level, but children in two-parent homes fared better with only 14.6 percent in poverty. Mother-only homes showed the highest level of poverty, with 66.2 percent of children in these homes in poverty. While 53.7 percent of all black school-age children and 24.3 percent of those in two-parent homes lived within 125 percent of the poverty level, three-fourths of all black school-age children in mother-only homes (74.0 percent) fell within this range in 1992.

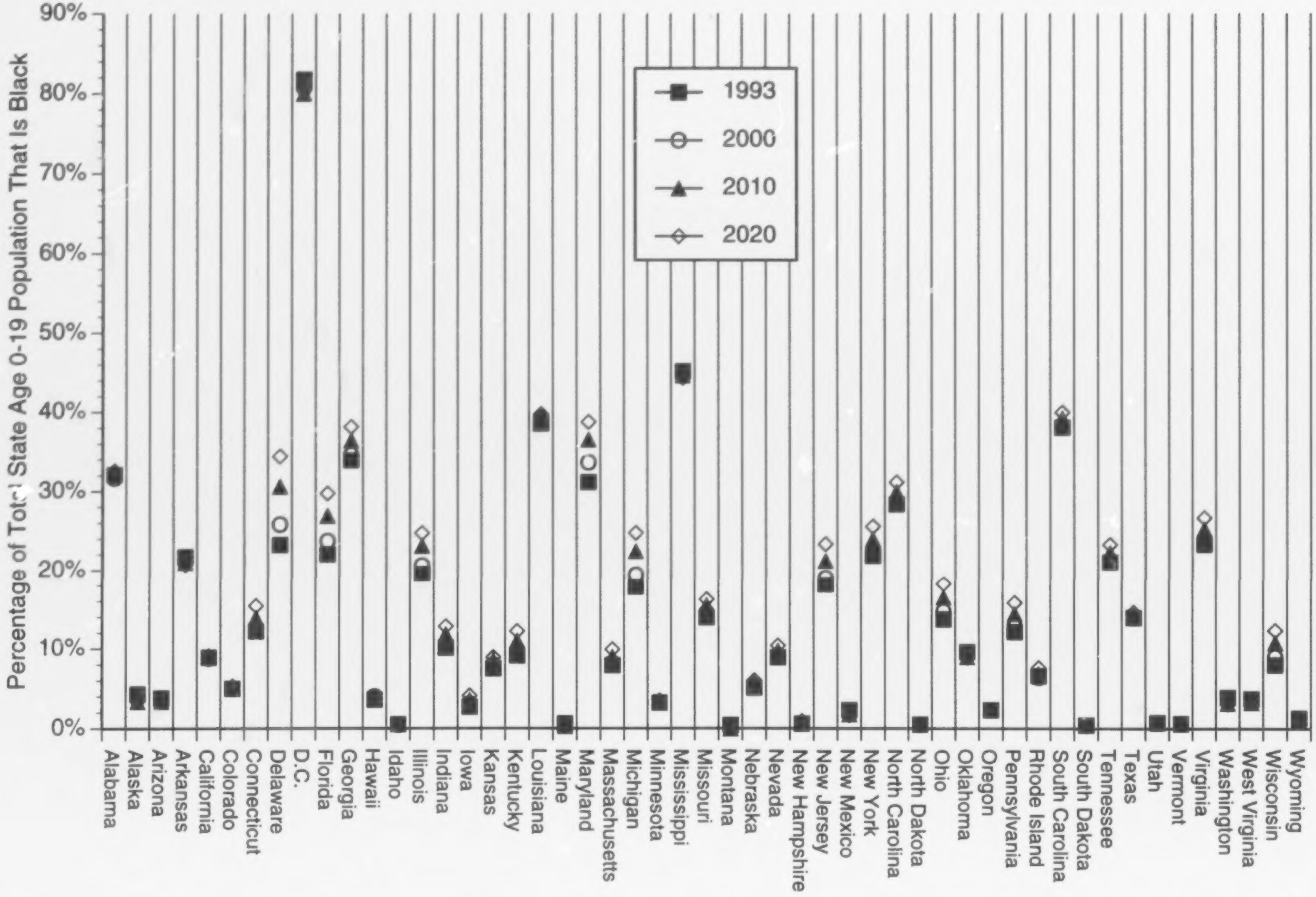
Figure PR-7 – Selected Characteristics of the Black School-Age Population (Ages 6-17): 1992

CHARACTERISTIC	Children Ages 6 to 17 by Parents Living at Home					
	One or Both ParentsΔ		Both Parents		Mother Only	
	Number*	Percent†	Number*	Percent†	Number*	Percent†
Total Population	6,113	100%	2,525	100%	3,396	100%
AREA OF RESIDENCE						
Inside metropolitan area	5,140	84.1%	2,029	80.4%	2,929	86.2%
1,000,000 or more	3,246	53.1%	1,187	47.0%	1,953	57.5%
Central city	2,153	35.2%	664	26.3%	1,410	41.5%
Not in central city	1,093	17.9%	523	20.7%	543	16.0%
Under 1,000,000	1,894	31.0%	841	33.3%	976	28.7%
Central city	1,143	18.7%	444	17.6%	656	19.3%
Not in central city	751	12.3%	397	15.7%	321	9.5%
Outside Metropolitan Area	974	15.9%	496	19.6%	468	13.8%
EDUCATION OF PARENT						
Less than 9th grade	304	5.0%	136	5.4%	157	4.6%
9th to 12th grade, no diploma	1,302	21.3%	336	13.3%	930	27.4%
High school graduate (including equivalency)	2,514	41.1%	997	39.5%	1,454	42.8%
Some college, no degree or associate degree	1,352	22.1%	606	24.0%	700	20.6%
Bachelor's degree	417	6.8%	287	11.4%	112	3.3%
Graduate or professional degree	223	3.6%	162	6.4%	44	1.3%
PARENT EMPLOYMENT STATUS						
In the labor force	4,289	70.2%	2,124	84.1%	2,016	59.4%
Employed	3,728	61.0%	1,966	77.9%	1,634	48.1%
Both Parents EmployedΔΔ	1,475	24.1%	1,475	58.4%	-	-
Full time	3,201	52.4%	1,834	72.6%	-	-
Part time	527	8.6%	134	5.3%	370	10.9%
Unemployed	560	9.2%	158	6.3%	382	11.2%
Not in the labor force	1,713	28.0%	289	11.4%	1,381	40.7%
FAMILY INCOME						
Under $10,000	1,887	30.9%	152	6.0%	1,682	49.5%
$10,000 to $19,999	1,286	21.0%	344	13.6%	912	26.9%
$20,000 to $29,999	938	15.3%	487	19.3%	415	12.2%
$30,000 to $39,999	688	11.3%	420	16.6%	222	6.5%
$40,000 to $49,999	470	7.7%	384	15.2%	76	2.2%
$50,000 and over	842	13.8%	735	29.1%	90	2.7%
Mean Income**	$23,450	-	$38,125	-	$13,949	-
Median Income**	$16,866	-	$33,338	-	$9,168	-
Percent below poverty level**	-	45.3%	-	14.6%	-	66.2%
Percent below 125% of poverty level**	-	53.7%	-	24.3%	-	74.0%
NUMBER OF SIBLINGS IN HOUSEHOLD						
None	1,022	16.7%	316	12.5%	623	18.3%
One	1,987	32.5%	915	36.2%	1,001	29.5%
Two	1,697	27.8%	782	31.0%	891	26.2%
Three	816	13.3%	298	11.8%	506	14.9%
Four or more	591	9.7%	213	8.4%	375	11.0%
Mean number of siblings**	1.63	-	1.65	-	1.65	-

ΔIncludes homes with both parents, with mother only and with father only. *Numbers are in thousands. †Percents based on total population in column. **Data is for persons under 18, not 6-17. ΔΔEither full time or part time employment.

SOURCE: U. S. Bureau of the Census (1992), *Marital Status and Living Arrangements: March 1992*, pp. 37, 39, 40. Calculations by ERS.

Figure PR-8 – Percentage of Total State Age 0-19 Population That Is Black: Projections for 1993 to 2020



SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020.* Press Release CB94-66. Calculations by ERS.

State Projections of Population Growth for Black Children —

Data on the projected number of black children and youth ages 0-19, and the proportion of the total age 0-19 population they represent in each state, are shown for the years 1993 to 2020 in Tables PR-3 and PR-4 on pages 95 and 96 (U.S. Bureau of the Census 1994). Changes in the proportion of the age 0-19 population represented by black children are shown in Figure PR-8 on page 74, which is based on the data in Table PR-4.

In 1993, blacks represented less than 10 percent of the age 0-19 population in 28 states, 10-20 percent in nine states, and 20-45 percent in 13 other states. In the year 2020, 25 states are projected to have less than 10 percent of their age 0-19 population represented by black children.

The District of Columbia had the highest proportion of black children in 1993 and in each of the projected years, about 81 percent of the District's total 0-19 age group.

Projected changes in the percentage of black children ages 0-19, as shown in Figure PR-8, are either increases or no change in state proportional representation. Relatively large proportional increases are projected to occur from 1993 to 2020 in such states as Delaware (from 23.2 percent to 34.4 percent), Florida (from 22.0 percent to 29.7 percent), and Maryland (from 31.1 percent to 38.7 percent).

The Hispanic School-Age Population

Changes in Population —

Unlike the black and white racial populations, which are defined by race, the Hispanic population is defined by ethnicity and country of origin. The U.S. Bureau of the Census defines a Hispanic as "A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race" (U.S. Bureau of the Census 1993b, xl). For this analysis, groups of children and youth will be referred to by their country of origin (for example, "Mexican") rather than their current status ("Mexican-American").

Figure PR-9 on page 76 shows the projected numerical increases for the Hispanic school-age population for the years 1995 to 2030, and estimates of the 1980 and 1990 numbers for this population group. Starting from a low of 4.0 million children ages 5-17 in 1980, the Hispanic school-age population is projected to increase to 8.8 million by 2005 and to 13.9 million by 2030.

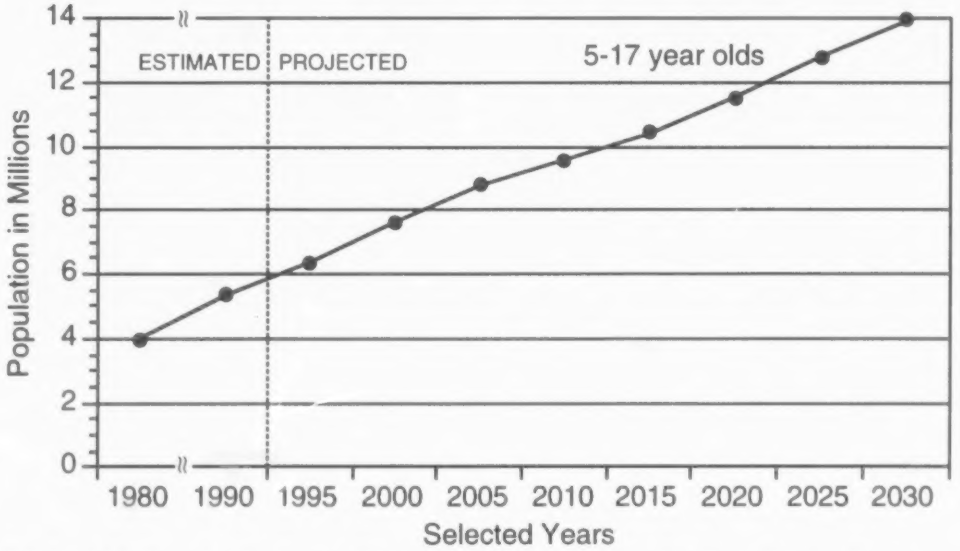
When examined by age groups — 5-9, 10-13, and 14-17 — each age group shows a steady climb in number without any plateaus or pauses for any of the selected years between 1980 to 2030. Figure PR-10 on page 76 shows the estimated and projected population of school-age Hispanics for each of three age groups, which roughly correspond to the ages in which students attend elementary, middle, and high school (U.S. Bureau of the Census 1993b, 17-47; 1993c, 22). The 5-9 year old population of Hispanic children is projected to increase from an estimated 1.5 million children in 1980 to 5.5 million children by 2030. The numbers of 10-13 and 14-17 year old Hispanic children and youth are projected to increase from 1.2 and 1.3 million in 1980 to 4.3 and 4.2 million respectively by 2030.

Diversity Within the Hispanic School-Age Population —

Figure PR-11 on page 77 shows the origins of Hispanic-American children and

Figure PR-9

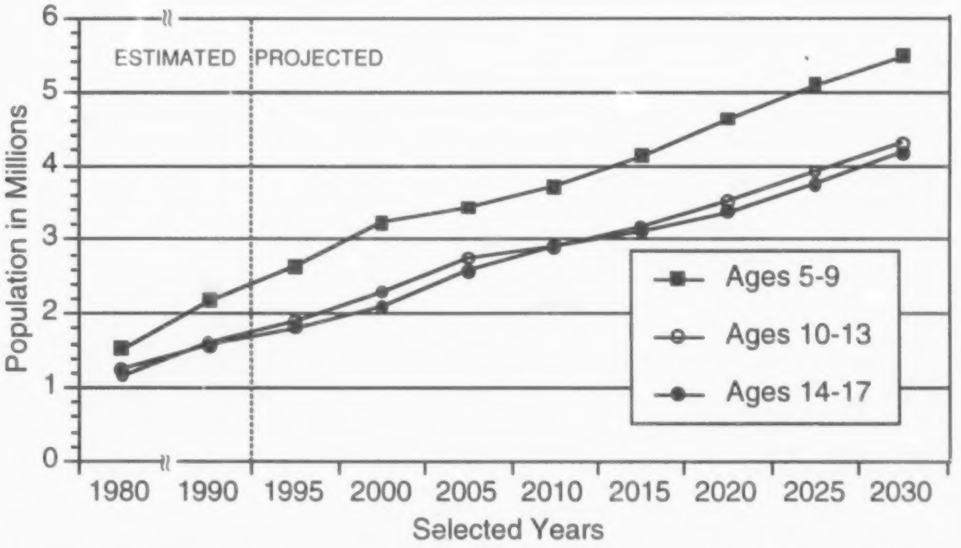
Estimated and Projected Hispanic School-Age Population: 1980-2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050,* pp. 17-47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993,* p. 22. See Table PR-11.

Figure PR-10

Estimated and Projected Hispanic School-Age Population by Age Groups: 1980-2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050,* pp. 17-47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993,* p. 22. See Table PR-12.

youth who were ages 5-19 in 1992. Of the 6 million school-age Hispanic children in the U.S. in 1992, a clear majority (69.1 percent) were of Mexican descent. All other groups represented less than 12 percent of the total Hispanic population of 5-19 year olds: Central and South Americans were 11.1 percent, Puerto Ricans 10.9 percent, Cubans 2.7 percent, and Hispanics from other areas 6.2 percent. Thus, the term Hispanic can represent a variety of cultures and ethnic backgrounds, but most commonly represents persons of Mexican origin (U.S. Bureau of the Census 1993a, 2).

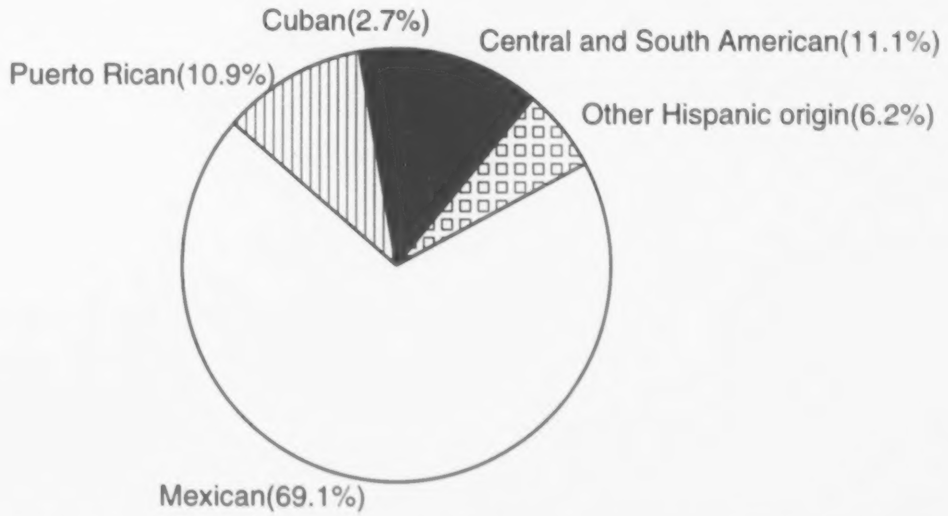
Demographic and educational indicators can vary by Hispanic origin, which emphasizes the point that broad demographic terms can oversimplify real differences among population groups. Figure PR-12 on page 78 presents selected demographic and educational indicators for Hispanics overall and by Hispanic ethnicity, based on data from the National Educational Longitudinal Study of 1988 (NELS:88), conducted by the National Center for Education Statistics (National Council of La Raza 1990, 13, 28, 31, 41).

In terms of children under 18 in poverty, Puerto Rican children experienced the greatest level of poverty among Hispanic groups at 49.0 percent, while Cuban children had the lowest level of poverty at 17.7 percent. A lack of a high school diploma was most widespread among Mexican parents, at 41.1 percent, and lowest among Cuban parents, at 15.3 percent.

Just under 10 percent of eighth graders in each Hispanic ethnic group in the NELS:88 sample were limited in their ability to speak English, although Cubans had the lowest proportion of persons limited in their English speaking ability (6.6 percent). Single parent-

Figure PR-11

Origin of Hispanic Children and Youth Ages 5-19: 1992



SOURCE: U.S. Bureau of the Census (1993), *The Hispanic Population in the United States: March 1992*, p. 13. Calculated by ERS.

Figure PR-12

Demographic and Educational Indicators by Hispanic Origin: 1988

		Hispanic Origin				
CHARACTERISTIC	All Hispanic	Mexican/ Chicano	Puerto Rican	Cuban	Central & South American	Other Hispanic
Children under 18 years old in poverty in 1989	37.9%	37.8%	49.0%	17.7%	27.5%	38.0%
Neither parent has a High School Diploma*	33.2%	41.1%	29.4%	15.3%	-	18.4%
Limited English Proficiency*	8.8%	9.2%	9.5%	6.6%	-	8.2%
Single Parent*	23.4%	20.7%	33.9%	22.5%	-	25.4%
Has a sibling who dropped out*	16.0%	24.3%	35.0%	13.2%	-	24.5%
Reading proficiency*						
Below basic	21.0%	20.0%	24.5%	20.7%	-	21.7%
Basic	58.6%	62.1%	53.2%	49.2%	-	52.5%
Advanced	20.5%	17.9%	22.2%	30.1%	-	25.8%
Mathematics proficiency*						
Below basic	27.6%	28.6%	30.2%	25.2%	-	23.2%
Basic	46.8%	48.8%	45.7%	38.6%	-	43.1%
Intermediate	16.9%	15.4%	17.6%	18.3%	-	22.1%
Advanced	8.7%	7.3%	6.4%	17.9%	-	11.6%

*Data from NELS:88 test participants, so represents persons in eighth grade in 1988.

SOURCE: National Council of La Raza (1990), *Hispanic Education: A Statistical Portrait 1990*, pp. 13, 28, 31, 41.

hood was most widespread among Puerto Rican families at 33.9 percent, and lowest among Mexican families at 20.7 percent. The educational performance of all Hispanic ethnic groups, as measured by the NELS:88 study, was similar across reading and mathematics tests. Hispanic students of Cuban descent showed the best performance at advanced levels of reading and mathematics, with 30.1 percent and 17.9 percent of Cuban eighth graders scoring at advanced levels of reading and mathematics respectively.

Dropout Rates by Ethnicity and Recency of Migration —

Figure PR-13 and Figure PR-14 on page 79 provide data on Hispanic dropouts by ethnicity/origin and recency of migration in 1989. As shown in Figure PR-13, nearly one-third of both Mexican (35.8 percent) and Puerto Rican (32.1 percent) persons ages 16-24 had not finished high school and were not enrolled in school in 1989, a status dropout rate about 3.5 times that of Cubans and nearly double that of persons of other Hispanic groups (National Center for Education Statistics 1992a, 19).

Figure PR-14 shows that the status dropout rates for Hispanics are strongly related to how long the student's family has been in the United States. Recent Hispanic immigrants have a 43.0 percent dropout rate, compared to 17.3 percent and 23.7 percent for first-generation and second-generation-or-more Hispanics (National Center for Education Statistics 1993, 19).

Nearly two-thirds (62.9 percent) of all Hispanic dropouts were born outside the 50

Figure PR-13

Rate and Number of Hispanic Status Dropouts (Ages 16-24), by Ethnicity/Origin: November 1989

		Hispanic Ethnicity/Origin			
CHARACTERISTIC	All Hispanic	Mexican	Puerto Rican	Cuban	Other Hispanic
Status Dropout Rate	31.0%	35.8%	32.1%	9.2%	19.0%
Number of Dropouts (in thousands)	1,055	783	123	10	139

SOURCE: National Center for Education Statistics (1992), *Dropout Rates in the United States: 1991*, p. 19.

Figure PR-14

Rate and Number of Hispanic and Non-Hispanic Status Dropouts (Ages 16-24), by Recency of Migration and Ethnicity/Origin: November 1989

			Ethnicity	
CHARACTERISTIC	Status Dropout Rate	Number of Dropouts (in thousands)	Hispanic	Non-Hispanic
Total[1]	12.5%	3,991	31.0%	10.3%
Recency of Migration				
Born outside 50 states and D. C.	28.9%	684	43.0%	7.9%
First generation[2]	10.4%	239	17.3%	6.2%
Second generation or more[3]	11.2%	2,878	23.7%	10.7%

[1] Total includes a small proportion for whom place of birth is unknown.

[2] Individuals defined as first generation were born in the 50 states or the District of Columbia and have one or both parents born outside the 50 states or the District of Columbia.

[3] Individuals defined as second generation or more were born in the 50 states or the District of Columbia and have both parents born in the United States.

SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992*, p. 19.

states and D.C. in 1989, compared to 2.7 percent of non-Hispanic dropouts (National Center for Education Statistics 1992b, 2). However, as noted in a study by the National Center for Education Statistics, "dropout rates are higher for Hispanics than for non-Hispanics, even when recency of immigration is taken into account" (National Center for Education Statistics 1992b, 2).

Selected Characteristics of the Hispanic School-Age Population —

Figure PR-15 on page 80 presents information on selected social and economic characteristics of the Hispanic school-age population (ages 6-17) in 1992, organized by the number of parents at home and specifically for homes in which children lived with their mother only (U.S. Bureau of the Census

Figure PR-15 – Selected Characteristics of the Hispanic School-Age Population (Ages 6-17): 1992

CHARACTERISTIC	Children Ages 6 to 17 by Parents Living at Home					
	One or Both ParentsΔ		Both Parents		Mother Only	
	Number*	Percent†	Number*	Percent†	Number*	Percent†
Total Population	4,562	100%	3,022	100%	1,370	100%
AREA OF RESIDENCE						
Inside metropolitan area	4,208	92.2%	2,751	91.0%	1,307	95.4%
1,000,000 or more	2,864	62.8%	1,842	61.0%	932	68.0%
Central city	1,589	34.8%	927	30.7%	603	44.0%
Not in central city	1,275	27.9%	914	30.2%	329	24.0%
Under 1,000,000	1,344	29.5%	909	30.1%	375	27.4%
Central city	712	15.6%	446	14.8%	241	17.6%
Not in central city	632	13.9%	463	15.3%	132	9.6%
Outside Metropolitan Area	354	7.8%	272	9.0%	64	4.7%
EDUCATION OF PARENT						
Less than 9th grade	1,608	35.2%	1,105	36.6%	443	32.3%
9th to 12th grade, no diploma	877	19.2%	472	15.6%	388	28.3%
High school graduate (including equivalency)	1,136	24.9%	748	24.8%	343	25.0%
Some college, no degree or associate degree	610	13.4%	417	13.8%	164	1 2.0%
Bachelor's degree	199	4.4%	169	5.6%	14	1.0%
Graduate or professional degree	133	2.9%	111	3.7%	17	1.2%
PARENT EMPLOYMENT STATUS						
In the labor force	3,556	77.9%	2,697	89.2%	717	52.3%
Employed	3,164	69.4%	2,436	80.6%	597	43.6%
Both Parents EmployedΔΔ	1,373	30.1%	1,373	45.5%	-	-
Full time	2,783	61.0%	2198	72.7%	-	-
Part time	381	8.4%	238	7.9%	123	9.0%
Unemployed	393	8.6%	260	8.6%	120	8.8%
Not in the labor force	958	21.0%	282	9.3%	653	47.7%
FAMILY INCOME						
Under $10,000	972	21.3%	289	9.6%	655	47.8%
$10,000 to $19,999	1,111	24.4%	696	23.0%	373	27.2%
$20,000 to $29,999	883	19.4%	667	22.1%	166	12.1%
$30,000 to $39,999	663	14.5%	555	18.4%	94	6.9%
$40,000 to $49,999	386	8.5%	328	10.9%	40	2.9%
$50,000 and over	547	12.0%	487	16.1%	41	3.0%
Mean Income**	$23,757	-	$30,448	-	$14,907	-
Median Income**	$20,382	-	$25,514	-	$9,934	-
Percent below poverty level**	-	40.1%	-	29.2%	-	66.1%
Percent below 125% of poverty level**	-	50.9%	-	41.0%	-	74.8%
NUMBER OF SIBLINGS IN HOUSEHOLD						
None	506	11.1%	219	7.2%	232	16.9%
One	1,340	29.4%	902	29.8%	382	27.9%
Two	1,326	29.1%	906	30.0%	386	28.2%
Three	765	16.8%	570	18.9%	184	13.4%
Four or More	624	13.7%	425	14.1%	186	13.6%
Mean number of siblings**	1.80	-	1.87	-	1.71	-

ΔIncludes homes with both parents, with mother only and with father only. *Numbers are in thousands. †Percents based on total population in column. **Data are for persons under 18, not 6-17. ΔΔEither full-time or part-time employment.

SOURCE: U.S. Bureau of the Census (1992), *Marital Status and Living Arrangements: March 1992*, pp. 41, 43, 44. Calculations by ERS.

1992, 41, 43, 44). While the majority of Hispanic school-age children (66.2 percent) lived in homes with both parents, 30.0 percent lived in mother-only homes.

The Hispanic school-age population was highly urbanized in 1992, with 92.2 percent living in metropolitan areas. While the distribution was fairly even among central cities (50.4 percent) and areas around central cities (41.8 percent), most school-age Hispanic children (62.8 percent) lived in cities with 1,000,000 or more persons. Only 7.8 percent of Hispanic children ages 6-17 lived outside metropolitan areas.

Parental educational background indicates that a large proportion of Hispanic school-age children had parents with less than a high school education compared with black and white school-age children. For all Hispanic school-age children, 54.4 percent had parents with less than a high school education (52.2 percent in two-parent homes, and 60.6 percent in mother-only homes). Education beyond the high school diploma was not common among parents of Hispanic school-age children in 1992; 79.3 percent of these children had parents who did not have an education beyond high school, and less than 8 percent had parents who had obtained either a bachelor's degree (4.4 percent) or a graduate or professional degree (2.9 percent).

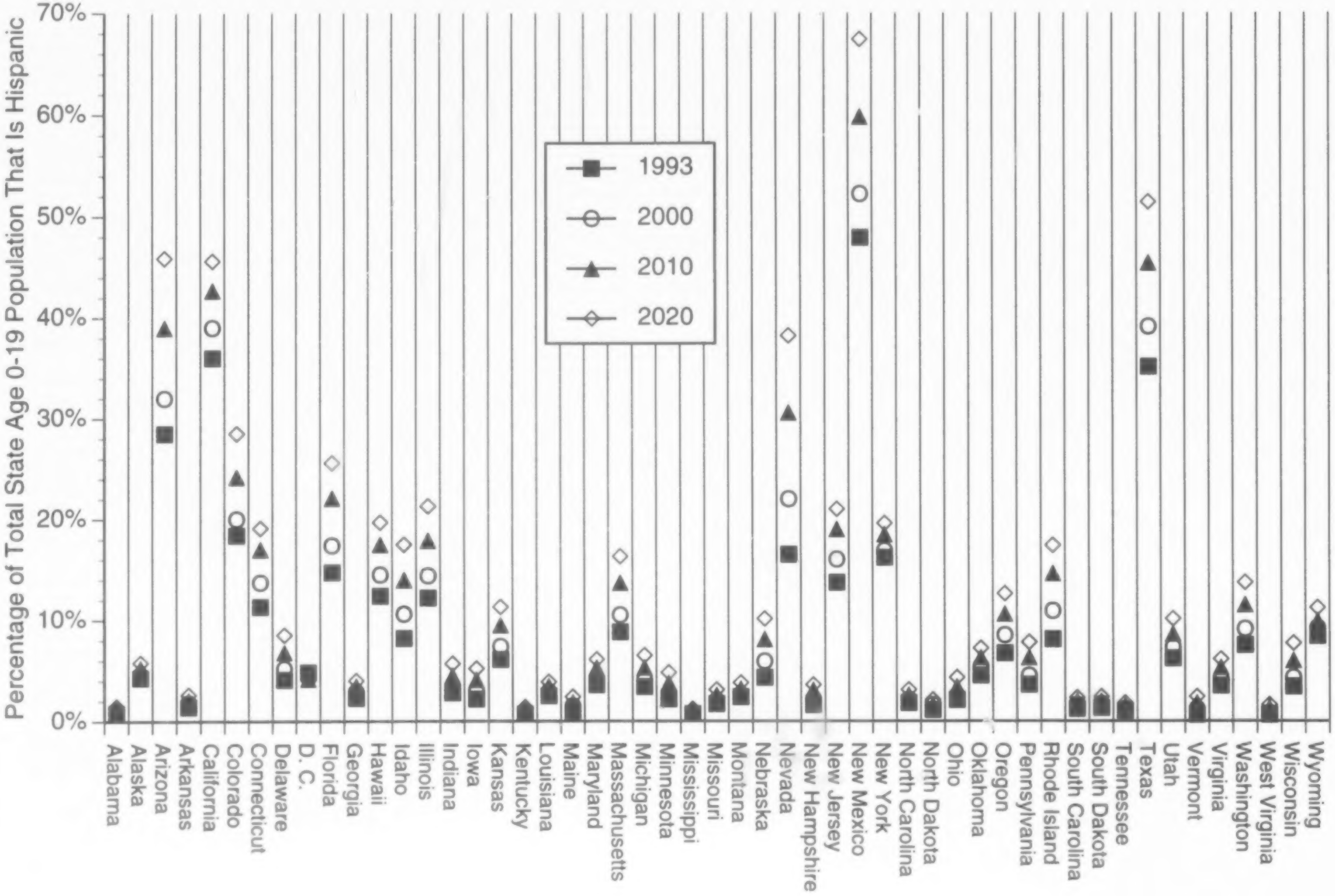
The percentage of Hispanic school-age children whose parents were employed was high in two-parent homes: 80.6 percent had at least one parent working, and 45.5 percent had both parents working. However, employment in mother-only homes was far lower, at 43.6 percent.

Poverty was high among Hispanic children living in mother-only homes, at 66.1 percent, but lower for those living in two-parent homes (29.2 percent) and for those in all homes (40.1 percent). When poverty is examined within 125 percent of the poverty line, 74.8 percent of Hispanic school-age children in mother-only homes, 41.0 percent of those in two-parent homes, and 50.9 percent of those in all homes were in or near poverty.

State Projections of Population Growth for Hispanic Children — Data on the projected number of Hispanic children ages 0-19 in each state, and the proportion of the total state population age 0-19 they represent for the years 1993 to 2020, are shown in Tables PR-5 and PR-6 on pages 97 and 98 respectively (U.S. Bureau of the Census 1994). Changes in the proportion of the age 0-19 population represented by Hispanics are shown in Figure PR-16 (page 82), which is based on the data in Table PR-6.

Projected proportional increases in Hispanic children are clearly visible in the southwestern states. While all states are projected to experience some proportional increase in their Hispanic age 0-19 population from 1993 to 2020, the projected increase is large in some states. For example, Nevada is projected to have a 21.7 percentage point increase (from 16.5 percent to 38.2 percent), New Mexico a 19.5 percentage point increase (from 47.9 percent to 67.4 percent), Arizona a 17.4 percentage point increase (from 28.5 percent to 45.9 percent), and Texas an increase of 16.3 percentage points (from 35.1 percent to 51.4 percent). However, in about 17 to 20 states, proportional increases represented by growth in the Hispanic age 0-19 population are expected to be small.

Figure PR-16 – Percentage of Total State Age 0-19 Population That Is Hispanic*: Projections for 1993 to 2020



*May be of any race.

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020.* Press Release CB94-66. Calculations by ERS.

The Asian and Pacific Islander School-Age Population

Changes in Population —
The U.S. Bureau of the Census identifies the Asian and Pacific Islander demographic group as "A person having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa" (U.S. Bureau of the Census 1993b, xl).

The estimated and projected API school-age population for the years 1980 to 2030 is shown in Figure PR-17 on page 84 (U.S. Bureau of the Census 1993b, 17-47; 1993c, 22). The API school-age population is projected to grow very rapidly. Starting at 766,000 children in 1980, it is projected to increase to 2.9 million by around 2005, to increase to 3.8 million by 2015, and to reach 5.1 million by 2030.

The growth in three age groups of the API school-age population is shown in Figure PR-18 on page 84. Each of the age groups shown — ages 5-9, 10-13, and 14-17 — follow similar straight-line projected increases over present levels. Also, the populations of the three age groups are similar in overall numbers of persons. The 5-9 age group is projected to increase to 1.9 million children by 2030, up from an estimated 311,000 in 1980. Similarly, the 10-13 and 14-17 age groups are projected to reach 1.6 million children each by 2030, up from around 227,000 each in 1980 (U.S. Bureau of the Census 1993b, 17-47; 1993c, 22).

Diversity Within the Asian and Pacific Islander Population —
A summary of the ethnic origins of persons in the U.S. categorized in the Asian and Pacific Islander (API) demographic group is shown in Figure PR-19 on page 85, which presents the ethnicity of the 1,500 Asian and Pacific Islander eighth-grade students who participated in the NELS:88 study (National Center for Education Statistics 1992, 11, 15). A slight plurality were Filipino (20.2 percent), closely followed by Chinese at 17.4 percent and Other Asians (West Asian, Middle Eastern) at 15.3 percent. Southeast Asians (Vietnamese, Laotian, Cambodian, Thai, etc.) represented 12.7 percent of the API population in NELS:88, Koreans 11.0 percent, Pacific Islanders (Samoan, Guamanian, etc.) 8.8 percent, South Asians (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.) 8.7 percent, and Japanese 6.0 percent.

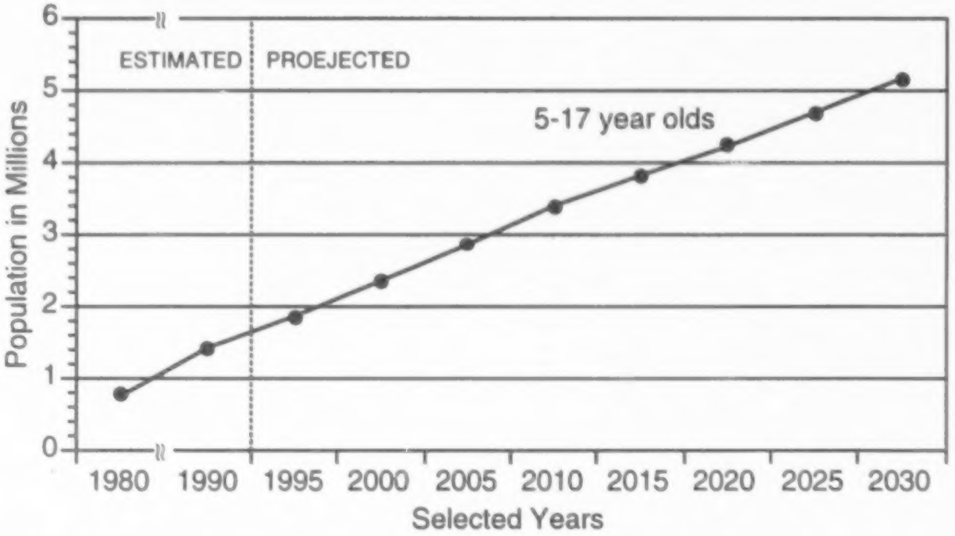
Nearly half (48.1 percent) of these NELS:88 students were the first generation of their family in America, while 30.7 percent were in the second generation, and 21.2 percent in the third or higher generations (National Center for Education Statistics 1992, 18). Thus, the API population represents a wide variety of origins and ethnic backgrounds.

Do levels of educational accomplishment and need vary among Asian and Pacific Islander ethnic groups? Figure PR-20 on page 85 presents data on the self-reported English language ability and the percent of language-minority eighth graders scoring below basic proficiency levels in NELS:88, by API ethnicity/origin (National Center for Education Statistics 1992c, 18, 24, 29).

The NELS:88 API eighth-grade students in the figure all lived in language-minority homes (homes in which a second language

Figure PR-17

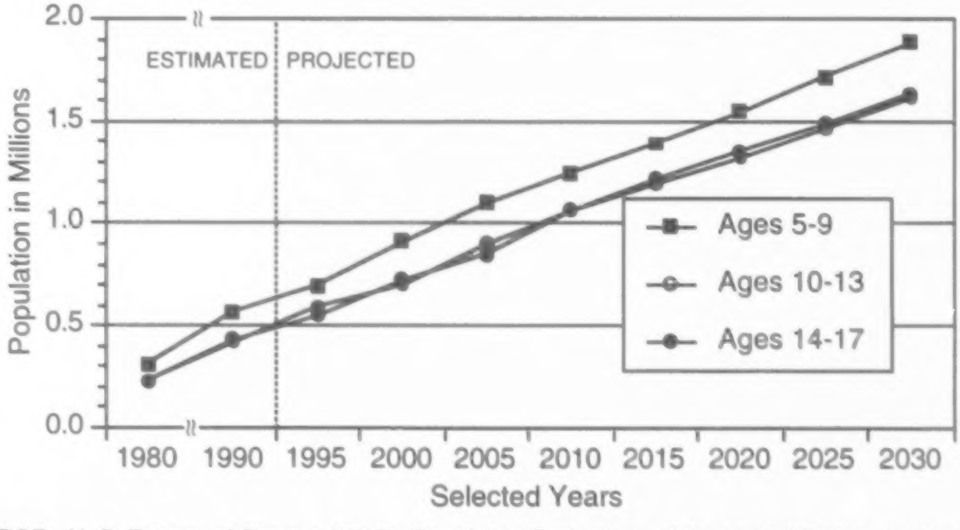
Estimated and Projected Asian and Pacific Islander School-Age Population: 1980-2030



SOURCE: U. S. Bureau of Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 17-47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. See Table PR-11.

Figure PR-18

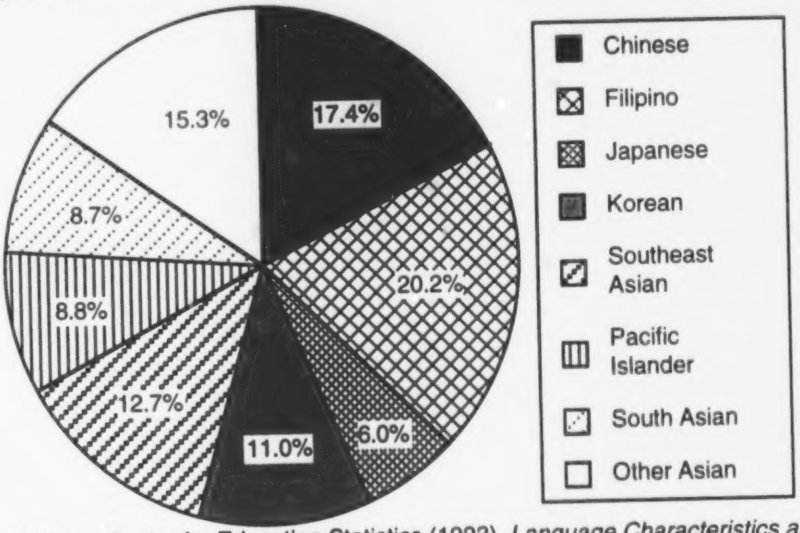
Estimated and Projected Asian and Pacific Islander School-Age Population by Age Groups: 1980-2030



SOURCE: U. S. Bureau of Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 17-47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. See Table PR-12.

Figure PR-19

Ethnicity/Origin of Asian and Pacific Islander Eighth Graders: 1988



SOURCE: National Center for Education Statistics (1992), *Language Characteristics and Academic Achievement: A Look at Asian And Hispanic Eighth Graders in NELS:88*, pp. 11, 15.

Figure PR-20

Percent of Asian/Pacific Islander, Language-Minority* Eighth Graders Who Scored Below Basic Proficiency Levels on NELS:88, by Ethnicity/Origin and Self-Reported English-Language Proficiency**

		Percent Unable to Achieve Basic Levels	
Ethnicity	High English Language Proficiency	In Reading	In Math
Chinese	59.2%	22.5%	21.3%
Filipino	68.0%	28.2%	29.3%
Japanese	58.5%	25.2%	20.6%
Korean	75.3%	19.5%	17.6%
Southeast Asian	56.5%	20.9%	14.7%
Pacific Islander	73.2%	37.5%	43.1%
South Asian	78.1%	15.9%	16.0%
Other Asian	72.7%	30.3%	24.2%
TOTAL:	**66.5%**	**24.4%**	**22.8%**

*From homes in which a non-English language is spoken.

**Classification estimates have been adjusted for SES.

SOURCE: National Center for Education Statistics (1992), *Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88*, pp. 18, 24, 29.

was spoken, about 73 percent of Asian eighth-grader homes). Overall, 66.5 percent of these API students reported a high ability with English, ranging from 78.1 percent among South Asian students to 56.5 percent among Japanese students. The ethnic groups also varied in reading and math ability as measured by their NELS:88 scores. However, the differences were not statistically significant, probably due to sample sizes (National Center for Education Statistics 1992c, 28).

Selected Characteristics of the Asian and Pacific Islander Population —

Since Asians and Pacific Islanders represent a relatively small part of the U.S. population, detailed information on the API school-age population is difficult to find. Therefore, the data presented in Figure PR-21 (page 87), unlike that for the previously discussed racial/ethnic groups, apply to various segments of the total API population and not just to the school-age population. Readers should note that these data are not comparable to the data on other racial/ethnic groups because they refer to all ages, not just to school-age Asian/Pacific Islander children (U.S. Bureau of the Census 1992a, 13, 14, 16, 17, 38, 41).

As shown in Figure PR-21, the number of API school-age children (ages 5-19) totaled about 1.8 million, and represented 25.0 percent of the total API population in 1991.

Almost all of the API population (94.4 percent) lived in metropolitan areas; these were distributed almost evenly between central cities (45.0 percent) and suburbs (49.0 percent). Only 5.6 percent of API persons in the U.S. lived outside metropolitan areas in 1991.

Educational attainment data for 1991 show that 89.1 percent of the API population (ages 25-34) had completed high school, and 60.5 percent had continued their education beyond high school, with 25.0 percent completing four years of college, and 15.5 percent going beyond four years of college.

Of the API population 16 years old and over in 1991, 63.7 percent were in the labor force, and 59.6 percent were employed.

Family income was comparatively high for the 1.5 million API families in the United States in 1990. While the median income was $42,245, 40.8 percent of API families had a total income of $50,000 or more. Less than 10 percent (8.5 percent) of API families were in the lowest income bracket of under $10,000.

Poverty was higher in 1991 for the younger age groups than among older members of the API population. The poverty rate for API children under age 18 was 17.6 percent, compared to 9.6 percent for the API population ages 18 to 64 years old. A higher poverty rate among children than among older persons is typical of all racial and ethnic groups in the United States.

The majority of related API children under age 18 (84.3 percent) lived with two parents, with just 12.2 percent living in mother-only homes.

State Projections of Population Growth for Asian and Pacific Islander Children —

Data on the projected number of Asian and Pacific Islander children ages 0-19, and the proportion of the total state age 0-19 population they represent in each state, are shown in Tables PR-7 and PR-8 (pages 99

Figure PR-21 – Selected Characteristics of the Asian and Pacific Islander Population: 1990 and 1991

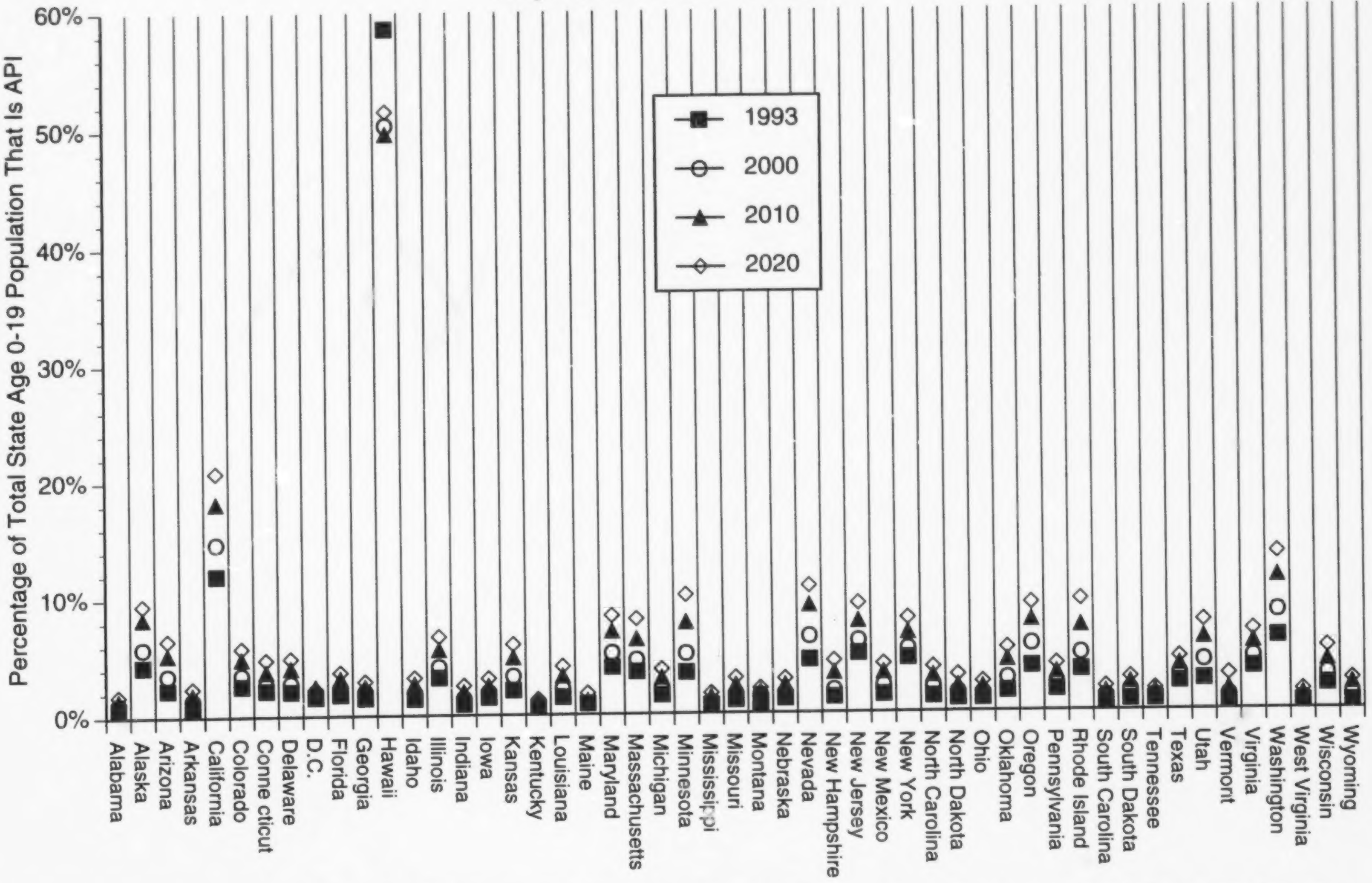
CHARACTERISTIC	Asian and Pacific Islander Population, 1990-91				
	Number*	Percent†	FAMILY INCOME	Number*	Percent†
Total Population	7,023	100%	Total families	1,536	100.0%
Population Ages 5-19	1,756	25.0%	Under $10,000	131	8.5%
AREA OF RESIDENCE			$10,000 to $19,999	195	12.7%
Inside Metropolitan Area	6,630	94.4%	$20,000 to $34,999	281	18.3%
Central City	3,160	45.0%	$35,000 to $49,999	303	19.7%
Not in Central City	3,441	49.0%	$50,000 and over	627	40.8%
Outside Metropolitan Area	393	5.6%	Median Income	$42,245	-
EDUCATIONAL ATTAINMENT (Ages 25 to 34)			POVERTY		
Pop. Ages 25 to 34	1,213	100.0%	Total persons	858	100.0%
1 to 3 years High School	72	5.9%	Under age 18	151	17.6%
4 years High School	347	28.6%	18 to 64 years	82	9.6%
1 to 3 years College	243	20.0%	FAMILY STRUCTURE		
4 years College	303	25.0%	Related children <18	2,001	100.0%
5 or more years College	188	15.5%	Two parents	1,687	84.3%
LABOR FORCE STATUS (16 years old and over)			One parent	284	14.2%
Pop. Ages 16+	5,121	100.0%	Mother only	244	12.2%
In the labor force	3,261	63.7%	FAMILY SIZE		
Employed	3,054	59.6%	All families	1,536	100.0%
Unemployed	207	4.0%	Two persons	392	25.5%
Not in the labor force	1,860	36.3%	Three persons	329	21.4%
			Four persons	427	27.8%
			Five or more	387	25.2%

*Numbers are in thousands.

†Percents based on total population in each section.

SOURCE: U.S. Bureau of the Census (1992), *The Asian and Pacific Islander Population in the United States: March 1991 and 1990* pp. 13, 14, 16, 17, 38, 41. Calculations by ERS.

Figure PR-22 – Percentage of Total State Age 0-19 Population That Is Asian/Pacific Islander: Projections for 1993 to 2020



SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020.* Press Release CB94-66. Calculations by ERS.

and 100) respectively for the years 1993 to 2020 (U.S. Bureau of the Census 1994). Changes in the proportion of the age 0-19 population represented by Asians/Pacific Islanders are shown in Figure PR-22 on page 88, which is based on the data in Table PR-8.

With the exception of Hawaii, the proportion of the age 0-19 population represented by Asians/Pacific Islanders is projected to increase in every state from 1993 to 2020. In Hawaii, which has the largest proportion of API students in every year examined, the API age 0-19 population is projected to decline from 58.6 percent of the total age 0-19 population in 1993 to 51.6 percent in 2020. All other states will experience proportional increases in the age 0-19 API population, although in only four other states is the API population projected to represent more than 10 percent of the entire state age 0-19 population by 2020: California (20.8 percent), Washington (13.4 percent), Nevada (10.8 percent), and Minnesota (10.1 percent).

The American Indian, Eskimo, and Aleut School-Age Population

Changes in Population —

The American Indian, Eskimo, and Aleut (AIEA) population of the United States is defined by the U.S. Bureau of the Census as "A person having origins in any of the original peoples of North America, who maintains cultural identification through tribal affiliation or community recognition" (U.S. Bureau of the Census 1993b, xl).

The AIEA school-age population is the smallest of the racial/ethnic groups identified by the Census Bureau, representing an estimated 376,000 children, or 0.8 percent of the entire U.S. school-age population in 1980. As shown in Figure PR-23 on page 90, this number is projected to rise to 686,000 children, or 1.1 percent of the total population, by 2030 (U.S. Bureau of the Census 1993b, 47; U.S. Bureau of the Census 1993c, 22).

The projected growth in three selected age groups — ages 5-9, 10-13, 14-17 — of the AIEA population is shown in Figure PR-24 on page 90. The projected growth pattern in the youngest AIEA age group (5-9) shows an increase from an estimated 135,000 children in 1980 to 254,000 children by 2030. Similar patterns of growth are projected for the 10-13 year old age group (an estimated 114,000 children in 1980) and 14-17 year old age group (an estimated 127,000 children in 1980), with each age group projected to number around 216,500 children by 2030 (U.S. Bureau of the Census 1993b, 17-47; 1993c, 22).

Selected Characteristics of the American Indian, Eskimo, and Aleut Population —

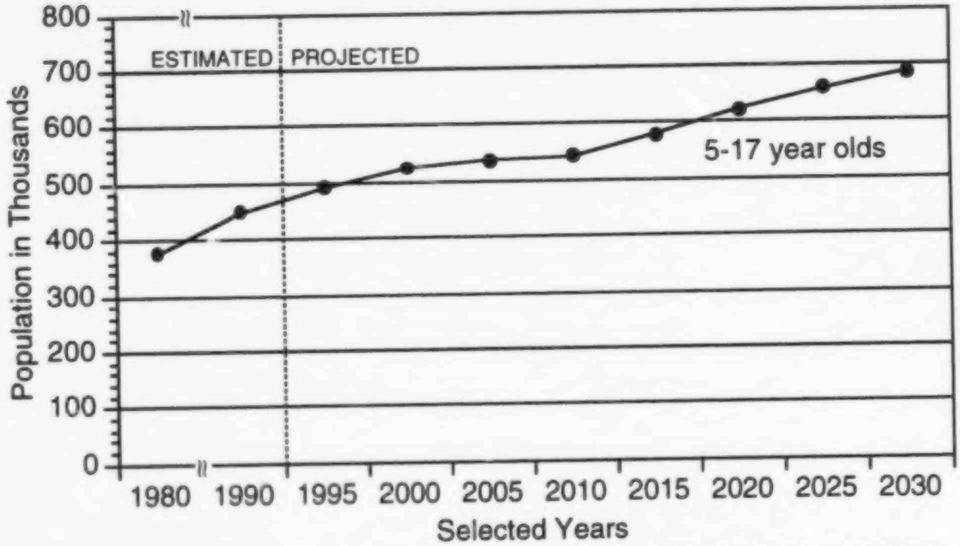
Because the AIEA population makes up such a small proportion of the total U.S. population, limited demographic data on characteristics of this group are available, and no table showing these characteristics is included in the report. The following discussion presents demographic characteristics of the AIEA population collected from various sources.

Over 300 separate tribes can be included within the Census Bureau definition of the AIEA population, each with unique cultural characteristics (Snipp 1992, 18). The Navajo population appears to be the single largest AIEA group, representing 7.5 percent of the total AIEA population living on reservations in 1990 (Snipp 1992, 19).

Of the 591,000 total AIEA households in 1990, 50.4 percent had children (U.S. Bur-

Figure PR-23

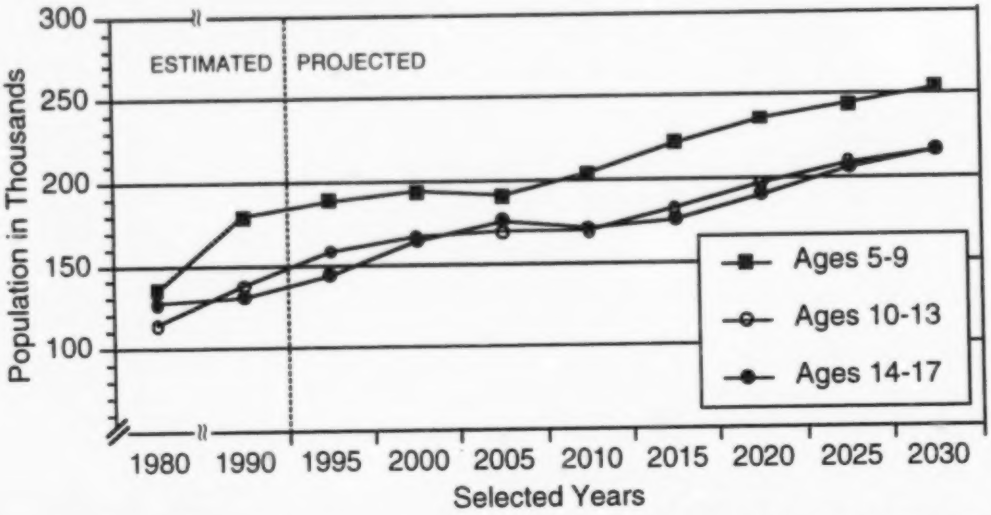
Estimated and Projected American Indian, Eskimo, and Aleut School-Age Population: 1980-2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 17-47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. See Table PR-11.

Figure PR-24

Estimated and Projected American Indian, Eskimo, and Aleut School-Age Population by Age Groups: 1980-2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. 17-47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22. See Table PR-12.

eau of the Census 1992b, 40). The majority of these children (60.1 percent) lived with both parents, while 31.5 percent lived with their mother only (U.S. Bureau of the Census 1993b, 48).

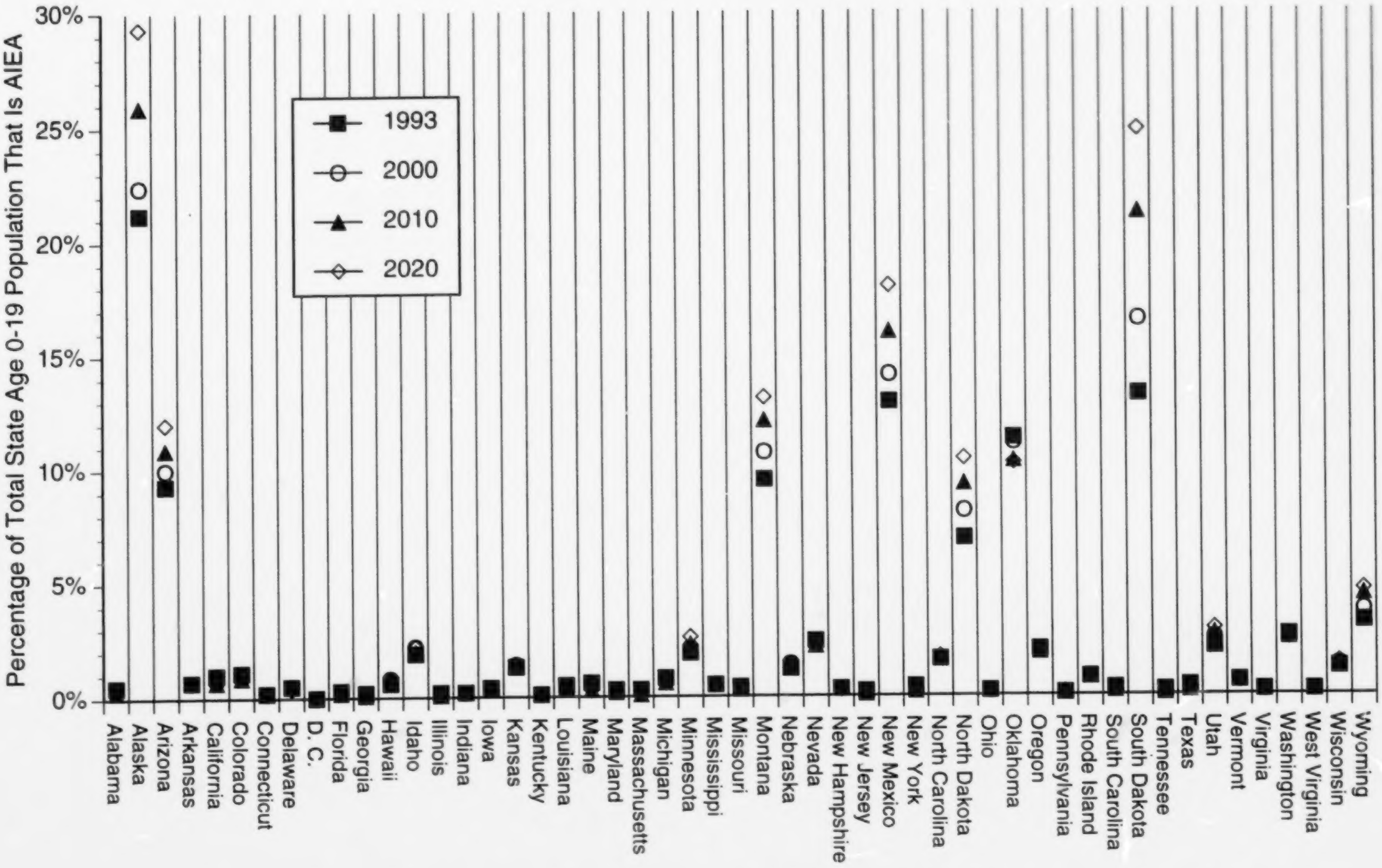
Regionally, most of the AIEA population lived in the West (47.6 percent), followed by the South (28.7 percent), the Midwest (17.2 percent), and the Northeast (6.4 percent) (Snipp 1992, 19). Slightly more than half of the 1.9 million persons in the AIEA population (52.5 percent) lived in six states: Oklahoma (252,000), California (242,000), Arizona (204,000), New Mexico (134,000), Alaska (86,000), and Washington (81,000) (Hodgkinson 1992, 1). Of all AIEA persons in the U.S. in 1990, 33.5 percent lived on reservations or Trust Lands, and 13.3 percent lived in cities (Hodgkinson 1992, 1).

According to Snipp (1992), AIEA youth ages 16-19 have a higher dropout rate from high school (26.0 percent) than either white youth (12.1 percent) or black youth (15.5 percent). However, AIEA adults age 25 and over have a higher percentage of high school graduates (55.5 percent) than do black adults (51.2 percent), although a lower percentage than white adults (68.8 percent). Snipp theorizes that "either American Indians eventually complete their schooling with a GED or diploma, or this foreshadows a significant reduction in high school completion rates for American Indians" (1992, 19-20). In terms of higher education, few of the AIEA population age 25 and over (7.7 percent) have completed four or more years of college. This compares to 8.4 percent for blacks and 17.1 percent for whites (Snipp 1992, 19-20).

State Projections of Population Growth for American Indian, Eskimo, and Aleut Children — Data on the projected number of American Indian, Eskimo, and Aleut children ages 0-19 for the years 1993 to 2000, and the proportion of the total age 0-19 population they represent in each state, are shown in Tables PR-9 and PR-10 (pages 101 and 102) respectively (U.S. Bureau of the Census 1994). Changes in the proportion of the age 0-19 population represented by American Indians, Eskimos, and Aleuts are shown in Figure PR-25 on page 92, which is based on the data in Table PR-10.

In 1993, only four states had an AIEA population of 0-19 year olds exceeding 10 percent: Alaska (21.2 percent), South Dakota (13.2 percent), New Mexico (12.9 percent) and Oklahoma (11.3 percent). This pattern is projected to be consistent through 2020, with these states plus Montana (13.1 percent by 2020), Arizona (12.0 percent by 2020), and North Dakota (10.4 percent by 2020) having more than 10 percent of their age 0-19 population represented by AIEA children. At the other end of the scale, 31 states in 1993 and 32 states in 2020 are projected to have less than one percent of their total age 0-19 population represented by AIEA children and youth.

Figure PR-25 – Percentage of Total State Age 0-19 Population That Is American Indian, Eskimo, and Aleut: Projections for 1993 to 2020



SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020.* Press Release CB94-66. Calculations by ERS.

Table PR-1 – State Population Projections for White Children Ages 0-19: 1993 to 2020

(Numbers are in thousands)

	Number of White Children Ages 0-19*						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	58,849	60,120	62,162	62,423	62,404	62,124	63,216
Alabama	811	832	879	902	914	913	930
Alaska	146	152	163	165	164	165	170
Arizona	997	1,039	1,114	1,144	1,160	1,168	1,201
Arkansas	542	549	565	567	570	570	581
California	7,374	7,656	8,160	8,507	8,887	9,201	9,692
Colorado	934	974	1,048	1,063	1,062	1,061	1,083
Connecticut	730	738	746	738	725	710	720
Delaware	144	147	151	147	142	136	135
D.C.	21	20	20	20	21	21	22
Florida	2,643	2,711	2,816	2,814	2,780	2,745	2,776
Georgia	1,310	1,349	1,428	1,456	1,461	1,457	1,484
Hawaii	123	139	170	188	199	206	216
Idaho	352	367	398	413	421	425	436
Illinois	2,603	2,633	2,664	2,617	2,556	2,496	2,499
Indiana	1,456	1,480	1,519	1,512	1,490	1,455	1,450
Iowa	779	786	783	761	744	727	723
Kansas	674	690	709	707	711	713	726
Kentucky	975	985	997	988	974	950	945
Louisiana	818	818	811	802	814	821	840
Maine	332	329	323	317	317	318	326
Maryland	890	911	941	932	915	898	906
Massachusetts	1,358	1,370	1,374	1,335	1,277	1,226	1,227
Michigan	2,234	2,257	2,269	2,220	2,170	2,114	2,105
Minnesota	1,222	1,244	1,255	1,219	1,191	1,174	1,180
Mississippi	449	451	455	452	451	447	453
Missouri	1,267	1,281	1,289	1,271	1,264	1,259	1,277
Montana	225	229	238	239	241	242	247
Nebraska	452	458	464	458	457	456	462
Nevada	322	344	380	388	386	387	397
New Hampshire	304	308	312	310	310	310	319
New Jersey	1,600	1,628	1,678	1,676	1,632	1,576	1,575
New Mexico	438	454	486	503	516	525	542
New York	3,608	3,642	3,669	3,594	3,473	3,333	3,308
North Carolina	1,296	1,332	1,401	1,413	1,396	1,371	1,382
North Dakota	173	172	167	161	161	163	166
Ohio	2,671	2,687	2,695	2,625	2,545	2,459	2,431
Oklahoma	739	744	754	758	775	786	810
Oregon	792	820	873	905	935	960	1,001
Pennsylvania	2,731	2,758	2,784	2,711	2,604	2,499	2,468
Rhode Island	231	234	233	228	221	216	217
South Carolina	648	659	681	688	692	688	700
South Dakota	194	197	197	191	186	183	183
Tennessee	1,096	1,118	1,163	1,171	1,161	1,145	1,155
Texas	4,745	4,892	5,181	5,344	5,521	5,650	5,854
Utah	692	715	749	777	806	825	850
Vermont	158	160	163	161	160	159	162
Virginia	1,287	1,319	1,382	1,393	1,384	1,367	1,384
Washington	1,334	1,395	1,511	1,561	1,595	1,625	1,686
West Virginia	470	466	457	449	439	424	418
Wisconsin	1,313	1,333	1,344	1,303	1,260	1,225	1,215
Wyoming	146	148	153	159	168	174	181

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020,* Press Release CB94-66.

*Totals may include Hispanics, who may be of any race.

Table PR-2 – Projected Percentage of Children Ages 0-19 Who Are White, by State: 1993 to 2020

	Percentage of Children Ages 0-19 Who Are White*						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	79.4%	79.1%	77.9%	76.6%	75.3%	74.1%	73.1%
Alabama	66.6%	66.7%	66.8%	66.5%	65.9%	65.5%	65.3%
Alaska	70.2%	69.7%	67.6%	65.0%	62.4%	60.0%	57.8%
Arizona	84.6%	84.1%	82.9%	81.7%	80.4%	79.2%	78.1%
Arkansas	76.8%	76.8%	76.9%	76.7%	76.4%	76.3%	76.2%
California	78.1%	77.5%	75.7%	74.0%	72.2%	70.6%	69.5%
Colorado	91.3%	91.0%	90.4%	89.8%	89.1%	88.5%	87.9%
Connecticut	85.4%	85.2%	84.6%	83.6%	82.0%	80.6%	79.6%
Delaware	74.2%	73.5%	70.9%	68.1%	64.8%	62.4%	60.3%
D.C.	16.7%	16.5%	17.5%	17.5%	17.5%	16.9%	16.8%
Florida	75.9%	75.3%	73.6%	71.7%	69.7%	67.8%	66.4%
Georgia	64.4%	64.1%	63.3%	62.2%	61.0%	59.8%	58.9%
Hawaii	37.2%	40.5%	44.9%	46.3%	45.7%	44.8%	43.9%
Idaho	96.2%	96.1%	95.4%	95.2%	94.8%	94.4%	94.2%
Illinois	77.1%	76.6%	75.0%	73.2%	71.2%	69.7%	68.5%
Indiana	88.7%	88.5%	87.7%	86.8%	86.0%	85.2%	84.5%
Iowa	95.5%	95.3%	94.6%	94.1%	93.5%	93.0%	92.5%
Kansas	89.0%	88.6%	87.3%	86.2%	85.3%	84.4%	83.7%
Kentucky	90.1%	90.0%	89.3%	88.6%	87.8%	87.2%	86.5%
Louisiana	59.5%	59.1%	58.1%	57.3%	56.6%	56.1%	55.8%
Maine	97.9%	98.2%	98.2%	97.8%	98.1%	97.8%	97.3%
Maryland	64.6%	63.5%	60.9%	58.5%	56.2%	54.3%	52.7%
Massachusetts	88.2%	87.9%	87.1%	86.0%	84.5%	82.9%	81.8%
Michigan	79.8%	79.3%	77.7%	75.7%	73.9%	72.2%	70.8%
Minnesota	91.4%	90.9%	89.5%	88.0%	86.5%	85.0%	83.7%
Mississippi	53.7%	53.9%	54.0%	53.9%	53.5%	53.5%	53.6%
Missouri	84.5%	84.3%	83.5%	82.6%	81.8%	81.1%	80.6%
Montana	89.3%	88.4%	87.5%	87.2%	86.1%	85.2%	84.9%
Nebraska	92.4%	92.3%	91.7%	91.1%	90.5%	90.1%	89.7%
Nevada	84.3%	83.7%	82.1%	80.3%	78.8%	77.6%	76.5%
New Hampshire	97.7%	97.8%	97.2%	96.3%	95.4%	94.8%	94.4%
New Jersey	76.7%	76.2%	74.7%	72.9%	70.8%	68.8%	67.2%
New Mexico	83.3%	82.8%	81.5%	80.2%	78.8%	77.4%	76.2%
New York	73.2%	72.9%	71.9%	70.7%	69.2%	67.5%	66.3%
North Carolina	68.8%	68.4%	67.6%	66.4%	65.3%	64.3%	63.5%
North Dakota	91.5%	91.0%	89.8%	88.5%	88.0%	87.2%	86.0%
Ohio	85.0%	84.7%	83.6%	82.4%	81.2%	80.1%	79.1%
Oklahoma	77.4%	77.2%	76.7%	76.5%	76.2%	75.8%	75.4%
Oregon	91.9%	91.4%	90.1%	89.0%	88.0%	87.3%	86.7%
Pennsylvania	86.0%	85.7%	84.7%	83.5%	82.2%	81.1%	80.1%
Rhode Island	89.2%	89.0%	87.9%	86.7%	85.0%	83.4%	82.2%
South Carolina	60.9%	60.7%	60.2%	59.7%	59.0%	58.4%	57.9%
South Dakota	85.5%	84.5%	81.4%	78.6%	75.9%	74.1%	72.0%
Tennessee	77.9%	77.8%	77.4%	76.8%	76.1%	75.4%	74.9%
Texas	83.4%	83.3%	82.8%	82.2%	81.7%	81.1%	80.7%
Utah	94.7%	94.2%	92.6%	91.3%	90.4%	89.5%	88.7%
Vermont	98.1%	97.6%	97.6%	97.0%	97.0%	96.4%	95.9%
Virginia	73.0%	72.6%	71.3%	70.1%	68.8%	67.5%	66.5%
Washington	87.4%	87.0%	85.6%	84.2%	82.9%	81.7%	80.9%
West Virginia	95.5%	95.7%	95.6%	95.3%	95.2%	94.9%	94.8%
Wisconsin	88.7%	88.2%	86.7%	85.1%	83.6%	82.1%	80.9%
Wyoming	94.8%	94.9%	93.9%	93.0%	92.3%	92.1%	91.9%

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020,* Press Release CB94-66. Calculations by ERS.

*Totals may include Hispanics, who may be of any race.

Table PR-3 – State Population Projections for Black Children Ages 0-19: 1993 to 2020

(Numbers are in thousands)

	Number of Black Children Ages 0-19						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	11,525	11,885	12,714	13,358	13,980	14,509	15,268
Alabama	391	399	417	432	447	453	465
Alaska	9	9	10	10	9	9	10
Arizona	45	46	48	49	49	50	52
Arkansas	153	154	155	155	157	156	158
California	840	876	948	1,017	1,089	1,171	1,270
Colorado	51	53	58	60	61	62	65
Connecticut	104	106	110	115	123	130	139
Delaware	45	48	55	61	67	71	77
D.C.	103	99	92	92	96	100	106
Florida	765	806	907	989	1,072	1,150	1,241
Georgia	689	716	780	829	873	909	960
Hawaii	12	13	15	16	17	17	18
Idaho	2	2	2	2	2	2	2
Illinois	660	681	733	779	828	858	903
Indiana	166	171	184	194	204	211	220
Iowa	22	23	26	27	29	30	32
Kansas	57	60	65	68	71	73	77
Kentucky	99	102	109	116	122	127	133
Louisiana	529	536	547	553	569	581	598
Maine	2	1	1	1	1	1	2
Maryland	429	458	519	560	595	624	666
Massachusetts	122	125	129	132	136	141	149
Michigan	499	517	568	616	658	691	735
Minnesota	43	44	46	47	47	48	50
Mississippi	377	376	376	373	376	372	374
Missouri	209	214	224	231	240	246	256
Montana	1	1	1	0	0	0	0
Nebraska	25	26	27	28	29	30	31
Nevada	34	36	42	46	48	51	54
New Hampshire	2	2	2	3	3	3	3
New Jersey	377	391	426	459	490	513	547
New Mexico	12	12	12	12	12	12	12
New York	1,074	1,098	1,144	1,173	1,198	1,227	1,272
North Carolina	533	551	594	624	640	651	676
North Dakota	1	1	1	1	1	1	1
Ohio	430	443	474	497	517	534	559
Oklahoma	92	92	92	91	92	93	96
Oregon	20	20	22	23	24	25	26
Pennsylvania	384	396	422	442	456	467	488
Rhode Island	17	17	17	17	18	19	20
South Carolina	404	413	434	447	459	467	482
South Dakota	1	1	1	1	1	1	1
Tennessee	295	302	319	330	339	345	357
Texas	788	813	870	913	958	1,002	1,057
Utah	5	5	6	6	7	7	7
Vermont	1	1	1	1	1	1	1
Virginia	408	425	463	488	508	525	553
Washington	59	60	62	62	61	62	65
West Virginia	18	17	16	16	15	15	15
Wisconsin	119	125	140	152	163	173	185
Wyoming	2	2	2	2	2	2	2

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020,* Press Release CB94-66.

Table PR-4 – Projected Percentage of Children Ages 0-19 Who Are Black, by State: 1993 to 2020

	Percentage of Children Ages 0-19 Who Are Black						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	15.6%	15.6%	15.9%	16.4%	16.9%	17.3%	17.6%
Alabama	32.1%	32.0%	31.7%	31.9%	32.3%	32.5%	32.6%
Alaska	4.3%	4.1%	4.1%	3.9%	3.4%	3.3%	3.4%
Arizona	3.8%	3.7%	3.6%	3.5%	3.4%	3.4%	3.4%
Arkansas	21.7%	21.5%	21.1%	21.0%	21.0%	20.9%	20.7%
California	8.9%	8.9%	8.8%	8.8%	8.9%	9.0%	9.1%
Colorado	5.0%	5.0%	5.0%	5.1%	5.1%	5.2%	5.3%
Connecticut	12.2%	12.2%	12.5%	13.0%	13.9%	14.8%	15.4%
Delaware	23.2%	24.0%	25.8%	28.2%	30.6%	32.6%	34.4%
D.C.	81.7%	81.8%	80.7%	80.7%	80.0%	80.6%	80.9%
Florida	22.0%	22.4%	23.7%	25.2%	26.9%	28.4%	29.7%
Georgia	33.9%	34.0%	34.6%	35.4%	36.4%	37.3%	38.1%
Hawaii	3.6%	3.8%	4.0%	3.9%	3.9%	3.7%	3.7%
Idaho	0.5%	0.5%	0.5%	0.5%	0.5%	0.4%	0.4%
Illinois	19.5%	19.8%	20.6%	21.8%	23.1%	24.0%	24.7%
Indiana	10.1%	10.2%	10.6%	11.1%	11.8%	12.4%	12.8%
Iowa	2.7%	2.8%	3.1%	3.3%	3.6%	3.8%	4.1%
Kansas	7.5%	7.7%	8.0%	8.3%	8.5%	8.6%	8.9%
Kentucky	9.1%	9.3%	9.8%	10.4%	11.0%	11.7%	12.2%
Louisiana	38.5%	38.7%	39.2%	39.5%	39.6%	39.7%	39.7%
Maine	0.6%	0.3%	0.3%	0.3%	0.3%	0.3%	0.6%
Maryland	31.1%	31.9%	33.6%	35.2%	36.5%	37.7%	38.7%
Massachusetts	7.9%	8.0%	8.2%	8.5%	9.0%	9.5%	9.9%
Michigan	17.8%	18.2%	19.4%	21.0%	22.4%	23.6%	24.7%
Minnesota	3.2%	3.2%	3.3%	3.4%	3.4%	3.5%	3.5%
Mississippi	45.1%	44.9%	44.6%	44.5%	44.6%	44.5%	44.3%
Missouri	13.9%	14.1%	14.5%	15.0%	15.5%	15.9%	16.2%
Montana	0.4%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%
Nebraska	5.1%	5.2%	5.3%	5.6%	5.7%	5.9%	6.0%
Nevada	8.9%	8.8%	9.1%	9.5%	9.8%	10.2%	10.4%
New Hampshire	0.6%	0.6%	0.6%	0.9%	0.9%	0.9%	0.9%
New Jersey	18.1%	18.3%	19.0%	20.0%	21.2%	22.4%	23.3%
New Mexico	2.3%	2.2%	2.0%	1.9%	1.8%	1.8%	1.7%
New York	21.8%	22.0%	22.4%	23.1%	23.9%	24.8%	25.5%
North Carolina	28.3%	28.3%	28.7%	29.3%	29.9%	30.5%	31.1%
North Dakota	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%
Ohio	13.7%	14.0%	14.7%	15.6%	16.5%	17.4%	18.2%
Oklahoma	9.6%	9.5%	9.4%	9.2%	9.0%	9.0%	8.9%
Oregon	2.3%	2.2%	2.3%	2.3%	2.3%	2.3%	2.3%
Pennsylvania	12.1%	12.3%	12.8%	13.6%	14.4%	15.1%	15.8%
Rhode Island	6.6%	6.5%	6.4%	6.5%	6.9%	7.3%	7.6%
South Carolina	38.0%	38.1%	38.3%	38.8%	39.2%	39.6%	39.9%
South Dakota	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Tennessee	21.0%	21.0%	21.2%	21.7%	22.2%	22.7%	23.2%
Texas	13.9%	13.8%	13.9%	14.0%	14.2%	14.4%	14.6%
Utah	0.7%	0.7%	0.7%	0.7%	0.8%	0.8%	0.7%
Vermont	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%
Virginia	23.2%	23.4%	23.9%	24.5%	25.2%	25.9%	26.6%
Washington	3.9%	3.7%	3.5%	3.3%	3.2%	3.1%	3.1%
West Virginia	3.7%	3.5%	3.3%	3.4%	3.3%	3.4%	3.4%
Wisconsin	8.0%	8.3%	9.0%	9.9%	10.8%	11.6%	12.3%
Wyoming	1.3%	1.3%	1.2%	1.2%	1.1%	1.1%	1.0%

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020*, Press Release CB94-66. Calculations by ERS.

Table PR-5 – State Population Projections for Hispanic* Children Ages 0-19: 1993 to 2020

(Numbers are in thousands)

	Number of Hispanic* Children Ages 0-19						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	9,684	10,351	11,995	13,557	15,066	16,492	18,167
Alabama	10	11	13	15	18	20	22
Alaska	9	9	11	12	14	15	17
Arizona	336	363	430	496	563	630	706
Arkansas	10	11	13	15	16	18	20
California	3,401	3,629	4,198	4,738	5,255	5,752	6,357
Colorado	188	201	232	260	289	318	351
Connecticut	97	104	121	136	150	161	173
Delaware	8	9	11	13	15	17	19
D.C.	6	6	5	5	5	5	6
Florida	511	554	665	778	880	968	1,070
Georgia	46	52	65	75	84	92	102
Hawaii	41	45	55	66	76	86	97
Idaho	30	34	44	53	62	71	81
Illinois	411	440	510	577	643	705	778
Indiana	46	49	58	68	78	87	97
Iowa	18	20	25	29	33	37	41
Kansas	46	50	60	69	79	88	98
Kentucky	8	8	10	11	12	14	15
Louisiana	34	36	41	45	50	53	58
Maine	3	4	5	5	6	7	8
Maryland	50	55	67	77	86	94	104
Massachusetts	135	144	165	187	207	224	244
Michigan	96	102	120	139	157	175	194
Minnesota	29	32	39	46	53	60	68
Mississippi	6	6	7	8	9	9	10
Missouri	26	27	31	36	40	44	49
Montana	6	6	7	8	9	10	11
Nebraska	21	24	30	36	41	47	52
Nevada	63	74	102	126	150	172	198
New Hampshire	5	6	7	9	10	11	12
New Jersey	286	309	360	404	437	461	492
New Mexico	252	269	311	351	392	433	479
New York	800	822	863	900	927	944	978
North Carolina	33	36	44	50	56	62	68
North Dakota	2	2	3	3	3	4	4
Ohio	65	70	81	94	106	118	131
Oklahoma	43	46	53	58	64	70	77
Oregon	58	65	82	98	113	129	146
Pennsylvania	113	123	149	175	198	218	240
Rhode Island	21	24	29	33	38	42	46
South Carolina	13	15	18	21	23	26	28
South Dakota	3	3	4	5	5	6	6
Tennessee	14	15	18	21	23	25	28
Texas	1,997	2,123	2,446	2,750	3,069	3,378	3,726
Utah	45	49	59	68	77	87	97
Vermont	1	2	2	2	3	3	4
Virginia	61	67	80	94	106	116	128
Washington	115	128	161	192	222	252	286
West Virginia	3	4	4	5	6	6	7
Wisconsin	50	55	66	78	90	102	116
Wyoming	13	13	15	17	18	20	22

*May be of any race.

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020,* Press Release CB94-66.

Table PR-6 – Projected Percentage of Children Ages 0-19 Who Are Hispanic*, by State: 1993 to 2020

	Percentage of Children Ages 0-19 Who Are Hispanic*						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	13.1%	13.6%	15.0%	16.6%	18.2%	19.7%	21.0%
Alabama	0.8%	0.9%	1.0%	1.1%	1.3%	1.4%	1.5%
Alaska	4.3%	4.1%	4.6%	4.7%	5.3%	5.5%	5.8%
Arizona	28.5%	29.4%	32.0%	35.4%	39.0%	42.7%	45.9%
Arkansas	1.4%	1.5%	1.8%	2.0%	2.1%	2.4%	2.6%
California	36.0%	36.7%	39.0%	41.2%	42.7%	44.1%	45.6%
Colorado	18.4%	18.8%	20.0%	22.0%	24.2%	26.5%	28.5%
Connecticut	11.3%	12.0%	13.7%	15.4%	17.0%	18.3%	19.1%
Delaware	4.1%	4.5%	5.2%	6.0%	6.8%	7.8%	8.5%
D.C.	4.8%	5.0%	4.4%	4.4%	4.2%	4.0%	4.6%
Florida	14.7%	15.4%	17.4%	19.8%	22.1%	23.9%	25.6%
Georgia	2.3%	2.5%	2.9%	3.2%	3.5%	3.8%	4.0%
Hawaii	12.4%	13.1%	14.5%	16.3%	17.5%	18.7%	19.7%
Idaho	8.2%	8.9%	10.6%	12.2%	14.0%	15.8%	17.5%
Illinois	12.2%	12.8%	14.4%	16.1%	17.9%	19.7%	21.3%
Indiana	2.8%	2.9%	3.3%	3.9%	4.5%	5.1%	5.7%
Iowa	2.2%	2.4%	3.0%	3.6%	4.1%	4.7%	5.2%
Kansas	6.1%	6.4%	7.4%	8.4%	9.5%	10.4%	11.3%
Kentucky	0.7%	0.7%	0.9%	1.0%	1.1%	1.3%	1.4%
Louisiana	2.5%	2.6%	2.9%	3.2%	3.5%	3.6%	3.9%
Maine	0.9%	1.2%	1.5%	1.5%	1.9%	2.2%	2.4%
Maryland	3.6%	3.8%	4.3%	4.8%	5.3%	5.7%	6.1%
Massachusetts	8.8%	9.2%	10.5%	12.0%	13.7%	15.2%	16.3%
Michigan	3.4%	3.6%	4.1%	4.7%	5.3%	6.0%	6.5%
Minnesota	2.2%	2.3%	2.8%	3.3%	3.8%	4.3%	4.8%
Mississippi	0.7%	0.7%	0.8%	1.0%	1.1%	1.1%	1.2%
Missouri	1.7%	1.8%	2.0%	2.3%	2.6%	2.8%	3.1%
Montana	2.4%	2.3%	2.6%	2.9%	3.2%	3.5%	3.8%
Nebraska	4.3%	4.8%	5.9%	7.2%	8.1%	9.3%	10.1%
Nevada	16.5%	18.0%	22.0%	26.1%	30.6%	34.5%	38.2%
New Hampshire	1.6%	1.9%	2.2%	2.8%	3.1%	3.4%	3.6%
New Jersey	13.7%	14.5%	16.0%	17.6%	19.0%	20.1%	21.0%
New Mexico	47.9%	49.1%	52.2%	56.0%	59.8%	63.9%	67.4%
New York	16.2%	16.4%	16.9%	17.7%	18.5%	19.1%	19.6%
North Carolina	1.8%	1.8%	2.1%	2.3%	2.6%	2.9%	3.1%
North Dakota	1.1%	1.1%	1.6%	1.6%	1.6%	2.1%	2.1%
Ohio	2.1%	2.2%	2.5%	3.0%	3.4%	3.8%	4.3%
Oklahoma	4.5%	4.8%	5.4%	5.9%	6.3%	6.8%	7.2%
Oregon	6.7%	7.2%	8.5%	9.6%	10.6%	11.7%	12.6%
Pennsylvania	3.6%	3.8%	4.5%	5.4%	6.3%	7.1%	7.8%
Rhode Island	8.1%	9.1%	10.9%	12.5%	14.6%	16.2%	17.4%
South Carolina	1.2%	1.4%	1.6%	1.8%	2.0%	2.2%	2.3%
South Dakota	1.3%	1.3%	1.7%	2.1%	2.0%	2.4%	2.4%
Tennessee	1.0%	1.0%	1.2%	1.4%	1.5%	1.6%	1.8%
Texas	35.1%	36.1%	39.1%	42.3%	45.4%	48.5%	51.4%
Utah	6.2%	6.5%	7.3%	8.0%	8.6%	9.4%	10.1%
Vermont	0.6%	1.2%	1.2%	1.2%	1.8%	1.8%	2.4%
Virginia	3.5%	3.7%	4.1%	4.7%	5.3%	5.7%	6.1%
Washington	7.5%	8.0%	9.1%	10.4%	11.5%	12.7%	13.7%
West Virginia	0.6%	0.8%	0.8%	1.1%	1.3%	1.3%	1.6%
Wisconsin	3.4%	3.6%	4.3%	5.1%	6.0%	6.8%	7.7%
Wyoming	8.4%	8.3%	9.2%	9.9%	9.9%	10.6%	11.2%

*May be of any race.

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020*, Press Release CB94-66. Calculations by ERS.

Table PR-7 – State Population Projections for Asian and Pacific Islander Children Ages 0-19: 1993 to 2020

(Numbers are in thousands)

	Number of Asian and Pacific Islander Children Ages 0-19						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	2,857	3,150	3,951	4,706	5,496	6,211	6,915
Alabama	9	11	15	18	21	24	26
Alaska	9	10	14	18	22	25	28
Arizona	27	32	47	61	76	88	100
Arkansas	6	7	10	12	14	16	18
California	1,137	1,260	1,580	1,892	2,239	2,568	2,897
Colorado	27	31	41	50	58	65	72
Connecticut	19	20	24	28	34	39	43
Delaware	4	4	6	7	9	10	11
D.C.	2	2	2	2	3	3	3
Florida	64	72	93	111	128	142	156
Georgia	31	35	45	53	60	67	73
Hawaii	194	189	191	199	216	233	254
Idaho	5	5	8	10	12	13	15
Illinois	108	118	147	175	201	222	243
Indiana	15	18	25	31	35	39	43
Iowa	12	13	16	18	20	22	24
Kansas	16	19	27	34	41	47	52
Kentucky	7	7	9	10	12	12	14
Louisiana	21	24	31	39	48	55	61
Maine	3	3	3	4	4	5	6
Maryland	55	62	81	98	116	130	144
Massachusetts	55	60	72	84	97	109	122
Michigan	45	50	64	77	90	103	114
Minnesota	47	54	72	89	107	125	143
Mississippi	6	6	8	10	12	13	14
Missouri	17	19	25	31	37	42	47
Montana	2	3	4	4	5	6	6
Nebraska	6	6	8	10	12	13	15
Nevada	17	21	30	38	45	50	56
New Hampshire	4	4	6	8	11	13	15
New Jersey	104	113	137	160	181	200	218
New Mexico	8	10	14	18	22	26	29
New York	226	240	275	308	340	369	398
North Carolina	25	31	44	56	66	75	82
North Dakota	2	2	3	4	4	5	6
Ohio	35	38	49	58	65	72	78
Oklahoma	16	19	28	36	45	51	58
Oregon	33	39	55	69	83	95	106
Pennsylvania	56	62	77	91	103	114	124
Rhode Island	9	10	13	16	19	22	25
South Carolina	9	10	14	16	19	21	24
South Dakota	2	2	4	5	6	6	7
Tennessee	13	14	18	21	24	26	28
Texas	136	152	192	229	266	298	327
Utah	19	23	34	45	55	64	73
Vermont	1	2	2	3	3	4	5
Virginia	63	70	88	103	117	129	141
Washington	95	109	148	184	219	250	279
West Virginia	3	3	4	5	6	7	7
Wisconsin	31	35	46	55	64	73	80
Wyoming	1	1	2	3	4	5	5

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020,* Press Release CB94-66.

Table PR-8 – Projected Percentage of Children Ages 0-19 Who Are Asian and Pacific Islander, by State: 1993 to 2020

	Percentage of Children Ages 0-19 Who Are Asian and Pacific Islander						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	3.9%	4.1%	5.0%	5.8%	6.6%	7.4%	8.0%
Alabama	0.7%	0.9%	1.1%	1.3%	1.5%	1.7%	1.8%
Alaska	4.3%	4.6%	5.8%	7.1%	8.4%	9.1%	9.5%
Arizona	2.3%	2.6%	3.5%	4.4%	5.3%	6.0%	6.5%
Arkansas	0.8%	1.0%	1.4%	1.6%	1.9%	2.1%	2.4%
California	12.0%	12.7%	14.7%	16.5%	18.2%	19.7%	20.8%
Colorado	2.6%	2.9%	3.5%	4.2%	4.9%	5.4%	5.8%
Connecticut	2.2%	2.3%	2.7%	3.2%	3.8%	4.4%	4.8%
Delaware	2.1%	2.0%	2.8%	3.2%	4.1%	4.6%	4.9%
D.C.	1.6%	1.7%	1.8%	1.8%	2.5%	2.4%	2.3%
Florida	1.8%	2.0%	2.4%	2.8%	3.2%	3.5%	3.7%
Georgia	1.5%	1.7%	2.0%	2.3%	2.5%	2.8%	2.9%
Hawaii	58.6%	55.1%	50.4%	49.0%	49.7%	50.7%	51.6%
Idaho	1.4%	1.3%	1.9%	2.3%	2.7%	2.9%	3.2%
Illinois	3.2%	3.4%	4.1%	4.9%	5.6%	6.2%	6.7%
Indiana	0.9%	1.1%	1.4%	1.8%	2.0%	2.3%	2.5%
Iowa	1.5%	1.6%	1.9%	2.2%	2.5%	2.8%	3.1%
Kansas	2.1%	2.4%	3.3%	4.1%	4.9%	5.6%	6.0%
Kentucky	0.6%	0.6%	0.8%	0.9%	1.1%	1.1%	1.3%
Louisiana	1.5%	1.7%	2.2%	2.8%	3.3%	3.8%	4.1%
Maine	0.9%	0.9%	0.9%	1.2%	1.2%	1.5%	1.8%
Maryland	4.0%	4.3%	5.2%	6.2%	7.1%	7.9%	8.4%
Massachusetts	3.6%	3.9%	4.6%	5.4%	6.4%	7.4%	8.1%
Michigan	1.6%	1.8%	2.2%	2.6%	3.1%	3.5%	3.8%
Minnesota	3.5%	3.9%	5.1%	6.4%	7.8%	9.1%	10.1%
Mississippi	0.7%	0.7%	0.9%	1.2%	1.4%	1.6%	1.7%
Missouri	1.1%	1.3%	1.6%	2.0%	2.4%	2.7%	3.0%
Montana	0.8%	1.2%	1.5%	1.5%	1.8%	2.1%	2.1%
Nebraska	1.2%	1.2%	1.6%	2.0%	2.4%	2.6%	2.9%
Nevada	4.5%	5.1%	6.5%	7.9%	9.2%	10.0%	10.8%
New Hampshire	1.3%	1.3%	1.9%	2.5%	3.4%	4.0%	4.4%
New Jersey	5.0%	5.3%	6.1%	7.0%	7.8%	8.7%	9.3%
New Mexico	1.5%	1.8%	2.3%	2.9%	3.4%	3.8%	4.1%
New York	4.6%	4.8%	5.4%	6.1%	6.8%	7.5%	8.0%
North Carolina	1.3%	1.6%	2.1%	2.6%	3.1%	3.5%	3.8%
North Dakota	1.1%	1.1%	1.6%	2.2%	2.2%	2.7%	3.1%
Ohio	1.1%	1.2%	1.5%	1.8%	2.1%	2.3%	2.5%
Oklahoma	1.7%	2.0%	2.8%	3.6%	4.4%	4.9%	5.4%
Oregon	3.8%	4.3%	5.7%	6.8%	7.8%	8.6%	9.2%
Pennsylvania	1.8%	1.9%	2.3%	2.8%	3.3%	3.7%	4.0%
Rhode Island	3.5%	3.8%	4.9%	6.1%	7.3%	8.5%	9.5%
South Carolina	0.8%	0.9%	1.2%	1.4%	1.6%	1.8%	2.0%
South Dakota	0.9%	0.9%	1.7%	2.1%	2.4%	2.4%	2.8%
Tennessee	0.9%	1.0%	1.2%	1.4%	1.6%	1.7%	1.8%
Texas	2.4%	2.6%	3.1%	3.5%	3.9%	4.3%	4.5%
Utah	2.6%	3.0%	4.2%	5.3%	6.2%	6.9%	7.6%
Vermont	0.6%	1.2%	1.2%	1.8%	1.8%	2.4%	3.0%
Virginia	3.6%	3.9%	4.5%	5.2%	5.8%	6.4%	6.8%
Washington	6.2%	6.8%	8.4%	9.9%	11.4%	12.6%	13.4%
West Virginia	0.6%	0.6%	0.8%	1.1%	1.3%	1.6%	1.6%
Wisconsin	2.1%	2.3%	3.0%	3.6%	4.2%	4.9%	5.3%
Wyoming	0.6%	0.6%	1.2%	1.8%	2.2%	2.6%	2.5%

SOURCE: U. S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020*, Press Release CB94-66. Calculations by ERS.

Table PR-9 – State Population Projections for American Indian, Eskimo, and Aleut Children Ages 0-19: 1993 to 2020

(Numbers are in thousands)

	Number of American Indian, Eskimo, and Aleut Children Ages 0-19						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	850	872	925	953	990	1,043	1,112
Alabama	6	6	5	4	4	4	4
Alaska	44	47	54	61	68	76	86
Arizona	110	118	135	147	157	169	184
Arkansas	5	5	5	5	5	5	5
California	96	92	86	84	87	91	96
Colorado	11	12	12	11	11	11	12
Conne cticut	2	2	2	2	2	2	2
Delaware	1	1	1	1	1	1	1
D.C.	0	0	0	0	0	0	0
Florida	11	11	11	10	9	9	10
Georgia	4	3	3	3	2	2	2
Hawaii	2	2	3	3	3	4	4
Idaho	7	8	9	9	9	10	10
Illinois	7	7	6	6	5	5	5
Indiana	4	4	4	4	3	3	3
Iowa	3	3	3	3	3	3	3
Kansas	10	10	11	11	11	12	12
Kentucky	1	1	1	1	1	1	1
Louisiana	7	7	6	6	6	6	6
Maine	2	2	2	2	1	1	1
Maryland	4	4	4	3	3	3	3
Massachusetts	4	3	3	2	2	2	2
Michigan	22	22	21	20	19	19	19
Minnesota	25	26	29	31	32	34	36
Mississippi	4	4	4	4	4	4	4
Missouri	6	6	6	5	5	5	5
Montana	24	26	29	31	34	36	38
Nebraska	6	6	7	7	7	7	7
Nevada	9	10	11	11	11	11	12
New Hampshire	1	1	1	1	1	1	1
New Jersey	4	4	4	3	3	3	3
New Mexico	68	72	84	94	105	115	128
New York	20	18	14	12	9	9	8
North Carolina	31	32	34	35	36	35	36
North Dakota	13	14	15	16	17	18	20
Ohio	6	6	7	6	6	6	6
Oklahoma	108	109	109	106	105	107	110
Oregon	17	18	19	20	20	20	22
Pennsylvania	4	4	4	3	3	3	3
Rhode Island	2	2	2	2	2	2	2
South Carolina	3	3	3	2	2	2	2
South Dakota	30	33	40	46	52	57	63
Tennessee	3	3	3	2	2	2	2
Texas	20	19	16	14	14	14	14
Utah	15	16	20	23	24	26	28
Vermont	1	1	1	1	1	1	1
Virginia	4	4	4	4	4	4	4
Washington	39	40	45	47	49	52	55
West Virginia	1	1	1	1	1	1	1
Wisconsin	18	19	20	21	21	21	21
Wyoming	5	5	6	7	8	8	9

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020*, Press Release CB94-66.

Table PR-10 – Projected Percentage of Children Ages 0-19 Who Are American Indian, Eskimo, and Aleut, by State: 1993 to 2020

	Percentage of Children Ages 0-19 Who Are American Indian, Eskimo, and Aleut						
State:	1993	1995	2000	2005	2010	2015	2020
U.S. TOTAL	1.1%	1.1%	1.2%	1.2%	1.2%	1.2%	1.3%
Alabama	0.5%	0.5%	0.4%	0.3%	0.3%	0.3%	0.3%
Alaska	21.2%	21.6%	22.4%	24.0%	25.9%	27.6%	29.3%
Arizona	9.3%	9.6%	10.0%	10.5%	10.9%	11.5%	12.0%
Arkansas	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%
California	1.0%	0.9%	0.8%	0.7%	0.7%	0.7%	0.7%
Colorado	1.1%	1.1%	1.0%	0.9%	0.9%	0.9%	1.0%
Connecticut	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Delaware	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.4%
D.C.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Florida	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%
Georgia	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Hawaii	0.6%	0.6%	0.8%	0.7%	0.7%	0.9%	0.8%
Idaho	1.9%	2.1%	2.2%	2.1%	2.0%	2.2%	2.2%
Illinois	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%
Indiana	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Iowa	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Kansas	1.3%	1.3%	1.4%	1.3%	1.3%	1.4%	1.4%
Kentucky	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Louisiana	0.5%	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%
Maine	0.6%	0.6%	0.6%	0.6%	0.3%	0.3%	0.3%
Maryland	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Massachusetts	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
Michigan	0.8%	0.8%	0.7%	0.7%	0.6%	0.6%	0.6%
Minnesota	1.9%	1.9%	2.1%	2.2%	2.3%	2.5%	2.6%
Mississippi	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%
Missouri	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%
Montana	9.5%	10.0%	10.7%	11.3%	12.1%	12.7%	13.1%
Nebraska	1.2%	1.2%	1.4%	1.4%	1.4%	1.4%	1.4%
Nevada	2.4%	2.4%	2.4%	2.3%	2.2%	2.2%	2.3%
New Hampshire	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
New Jersey	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
New Mexico	12.9%	13.1%	14.1%	15.0%	16.0%	17.0%	18.0%
New York	0.4%	0.4%	0.3%	0.2%	0.2%	0.2%	0.2%
North Carolina	1.6%	1.6%	1.6%	1.6%	1.7%	1.6%	1.7%
North Dakota	6.9%	7.4%	8.1%	8.8%	9.3%	9.6%	10.4%
Ohio	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Oklahoma	11.3%	11.3%	11.1%	10.7%	10.3%	10.3%	10.2%
Oregon	2.0%	2.0%	2.0%	2.0%	1.9%	1.8%	1.9%
Pennsylvania	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Rhode Island	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%
South Carolina	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
South Dakota	13.2%	14.2%	16.5%	18.9%	21.2%	23.1%	24.8%
Tennessee	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
Texas	0.4%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Utah	2.1%	2.1%	2.5%	2.7%	2.7%	2.8%	2.9%
Vermont	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%
Virginia	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Washington	2.6%	2.5%	2.5%	2.5%	2.5%	2.6%	2.6%
West Virginia	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Wisconsin	1.2%	1.3%	1.3%	1.4%	1.4%	1.4%	1.4%
Wyoming	3.2%	3.2%	3.7%	4.1%	4.4%	4.2%	4.6%

SOURCE: U.S. Bureau of the Census (April 22, 1994), *Table 5: Detailed State Age and Race/Origin Groups (Ages 0-19, 20 to 64, and 65 plus): 1993, 1995, 2000, 2005, 2010, 2015, and 2020*, Press Release CB94-66. Calculations by ERS.

Table PR-11 — Estimated and Projected Number of School-Age Children (Ages 5-17), by Race/Ethnicity: 1980 to 2030

(Numbers are in thousands)

	Children Ages 5-17, by Race/Ethnicity				
Selected Years	White	Black	Hispanic	Asian/Pacific Islander	American Indian, Eskimo and Aleut
1980	35,439	6,861	3,966	766	376
1990	31,333	6,615	5,357	1,420	448
1995	32,924	7,213	6,376	1,847	491
2000	34,013	7,831	7,644	2,344	525
2005	33,357	8,265	8,779	2,856	536
2010	31,704	8,411	9,560	3,384	544
2015	30,426	8,674	10,416	3,808	580
2020	30,299	9,143	11,526	4,230	623
2025	30,591	9,658	12,768	4,676	659
2030	30,493	10,084	13,939	5,148	686

SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050,* pp. 17-47. U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22.

Table PR-12 — Estimated and Projected Number of School-Age Children (Ages 5-17) by Race/Ethnicity and Age Groups: 1980 to 2030

(Numbers are in thousands)

	White			Black			Hispanic			Asian/Pacific Islander			American Indian, Eskimo, and Aleut		
Year	Ages 5-9	Ages 10-13	Ages 14-17	Ages 5-9	Ages 10-13	Ages 14-17	Ages 5-9	Ages 10-13	Ages 14-17	Ages 5-9	Ages 10-13	Ages 14-17	Ages 5-9	Ages 10-13	Ages 14-17
1980	12,262	10,864	12,313	2,455	2,075	2,331	1,537	1,178	1,251	311	229	226	135	114	127
1990	12,516	9,590	9,225	2,597	2,042	1,976	2,178	1,604	1,575	566	418	436	179	138	131
1995	12,759	10,274	9,891	2,827	2,200	2,186	2,644	1,916	1,816	697	598	552	189	158	144
2000	13,068	10,438	10,507	3,123	2,396	2,312	3,232	2,310	2,102	913	704	727	194	167	164
2005	11,992	10,613	10,752	3,079	2,599	2,587	3,435	2,762	2,582	1,101	905	850	191	169	176
2010	11,392	9,748	10,564	3,157	2,578	2,676	3,721	2,930	2,909	1,249	1,065	1,070	204	169	171
2015	11,337	9,302	9,787	3,358	2,648	2,688	4,128	3,171	3,117	1,393	1,196	1,219	222	182	176
2020	11,572	9,302	9,425	3,561	2,808	2,774	4,633	3,516	3,377	1,549	1,326	1,355	236	197	190
2025	11,602	9,494	9,495	3,715	2,989	2,954	5,089	3,930	3,749	1,717	1,467	1,492	244	209	206
2030	11,328	9,493	9,672	3,843	3,112	3,129	5,478	4,296	4,165	1,891	1,617	1,640	254	216	216

SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050,* pp. 17-47. U.S. Bureau of the Census (1993), *Statistical Abstract of the United States: 1993*, p. 22.

Chapter 7: Immigration

Chapter Highlights:

Immigrants fall into two major categories: legal and illegal. Data in this chapter concern legal immigrants because of the difficulty of documenting numbers of illegal immigrants. The chapter discusses trends in immigrants' countries and regions of origin, as well as geographic areas of the U.S. receiving large numbers of immigrants. The chapter presents data on immigrant children as a proportion of all children in the U.S., and analyzes poverty rates and dropout rates for recent immigrants compared to the general population.

- In 1991, a total of 1,827,167 immigrants were legally admitted to the United States.
- The proportion of immigrants to the U.S. coming from Europe has declined consistently since the early 1960s, accounting for 33.8 percent of all immigrants in 1961-1970 and only 10.4 percent in 1981-1990. Immigrants from Asia accounted for 12.9 percent of all immigrants in 1961-1970, and 37.3 percent in 1981-1990. The largest proportion of immigrants has consistently come from other American countries, which contributed 51.7 percent of all immigrants in 1961-1970, and 49.3 percent in 1981-1990.
- The top five countries contributing immigrants to the United States in 1981-1990 were Mexico (22.6 percent), the Philippines (7.5 percent), China (4.7 percent), Korea (4.5 percent), and Vietnam (3.8 percent).
- Most immigrants settle in just a few geographical areas of the United States: the top 10 states of intended residence accounted for 84.0 percent of all legal immigrants in 1991. The top three states mentioned as destinations were California (named by 40.1 percent), Texas (11.6 percent), and New York (10.3 percent).
- Children under age 19 comprised 14 percent of all legal immigrants to the U.S. in 1991.
- Of the 261,776 immigrant children who legally entered the U.S. in 1991, 42 percent were ages 15-19; 25 percent were ages 10-14; 19 percent were ages 5-9; and 14 percent were under age 5.
- The change in the school-age immigrant population in recent years has varied from state to state. Six states — Arizona, California, Florida, Georgia, Nevada, and Texas — experienced an increase of 30 percent or more between 1980 and 1990. Others experienced large decreases, including North Dakota (69.3 percent), West Virginia (67.6 percent), and Mississippi (51.4 percent).
- Poverty rates for immigrant school-age children are higher than those for the general population of school-age children. Overall, about 31 percent of immigrant school-age children in the U.S. lived below the poverty level in 1990.
- The 1989 status dropout rate for persons age 16-24 was considerably higher for those born outside the U.S. (28.9 percent) than for first-generation residents (10.4 percent) or for those who had both parents born in the U.S. (11.2 percent).

In addition to the challenges faced by every student, students who have recently immigrated from other countries must also face assimilation into a new country and culture, a process with both benefits and risks (Schmidt 1993, 14). Immigrants' special educational needs can challenge schools to create a variety of programs, approaches, and financial resources (Natale 1994, 15-18; Taylor 1993, A9-A12). The cost to the public of educational services for illegal immigrants alone in 1992 has been estimated at $3.9 billion, and has led governors of states with large populations of illegal immigrants to criticize both federal policy and the level of enforcement by the Immigration and Naturalization Service (Booth 1993, A1, A12).

Since immigration can place a heavy demand on educational resources, it is important for educators to know the origin, destination, and numbers of immigrants that their states and school districts may be required to serve.

Immigration into the United States can be classified in two categories: legal and illegal immigration. Figure I-1 shows the legal status of aliens entering the United States in 1991 (U.S. Immigration and Naturalization Service 1992, 20, 146; U.S. Bureau of the Census 1992, 6). Of all aliens entering the U.S. in 1991, 1,827,167 entered legally, 1,197,875 entered illegally and were apprehended, and an estimated 200,000 "undocumented" aliens entered illegally and were not apprehended.

Understanding Immigration Policies and Data

An understanding of immigration policy is important to educators. While the technical status of an immigrant may not indicate the educational abilities or needs of the individual student, it may affect the legal obligations of the educator to that student. Some legal-immigration policies affect the number of immigrants counted at the state level, thus

Figure I-1

Legal Status of Immigrants Entering the United States: 1991

<table>
<tr><th colspan="5">Total Entries (Legal and Illegal)</th></tr>
<tr><th>Legal Immigration</th><th></th><th colspan="3">Illegal Immigration</th></tr>
<tr><td>Legally Admitted Aliens: 1,827,167
• Within worldwide limitations
• Exempt from worldwide limitations
• IRCA immigrants</td><td></td><td>Apprehended Aliens: 1,197,875
• Those aliens apprehended in illegal attempted border crossings.</td><td>+</td><td>Undocumented Aliens: Est. 200,000
• Used here to refer to aliens who entered the U. S. illegally without being apprehended.</td></tr>
</table>

SOURCE: U.S. Immigration and Naturalization Service (1992), *Statistical Yearbook of the Immigration and Naturalization Service, 1991*, pp. 20, 146; U. S. Bureau of the Census (1992), *Population Trends in the 1980's*, p. 6.

presenting an unrealistic picture of the total immigration affecting specific school districts.

The U.S. Immigration and Naturalization Service (1992) outlines three general categories into which legal immigrants fall:

1) *Within worldwide limitations.* Those aliens falling within preferential categories, including some relatives of U.S. citizens and select occupational groups. A total of 293,846 visas in this category were issued in 1991 (p. 22).
2) *Immigration Reform and Control Act (IRCA) legalization.* Refers to those aliens exempted from worldwide limitations due to the IRCA. IRCA provisions made legal the residential status of two groups: illegal aliens residing in the U.S. continuously since 1982, and illegal alien workers who worked on perishable crops in 1986. In 1991, 1,123,162 immigrants were granted legal, permanent residence under the IRCA provisions. Thus, immigration figures may not represent a sudden population swell in some states, but rather may indicate that many immigrants already residing in a state became legal citizens (pp. 20, 22).
3) *Non-legalization immigrants.* Those aliens exempted from worldwide limitations who did not enter under IRCA legalization or with regular visas. Immigrants entering under non-legalization in 1991 were those persons who were immediate relatives of U.S. citizens, refugees and asylees, and those persons falling into other special categories. In 1991, 410,159 non-legalization immigrants were admitted to the United States (pp. 21-22).

Illegal immigrants can be considered to fall into two general categories, apprehended aliens and undocumented aliens, defined as follows:

1) *Apprehended aliens.* Those aliens apprehended by the Immigration and Naturalization Service (INS) for violation of immigration laws. Of the 1.2 million apprehensions in 1991, 94.5 percent were of persons from Mexico, although aliens from 162 countries tried to enter the U.S. illegally. Most apprehended aliens voluntarily return to their country of origin (U.S. Immigration and Naturalization Service 1992, 143-147).
2) *Undocumented immigrants.* This term is used here to refer to those aliens who enter the U. S. illegally, without capture, and become part of the population. "Undocumented" refers to their status at their time of entry to the U.S., not their present legal status. According to a U.S. Bureau of the Census study of 1980-89 immigration, "While no current data exist on the number of undocumented immigrants, the population increase from this source has been estimated at 200,000 per year, or 2 million for the decade" (U.S. Bureau of the Census 1992, 6).

Since little documentation exists for illegal immigrants, information on legal immigrants will be used in this report to describe trends and patterns of America's immigrant population. It will be assumed that trends and patterns for illegal immigrants are likely to mimic the trends and patterns of legal immigrants. Thus, from this point forward in this report, references to "immigrants" will refer to data on *legal immigrants* only.

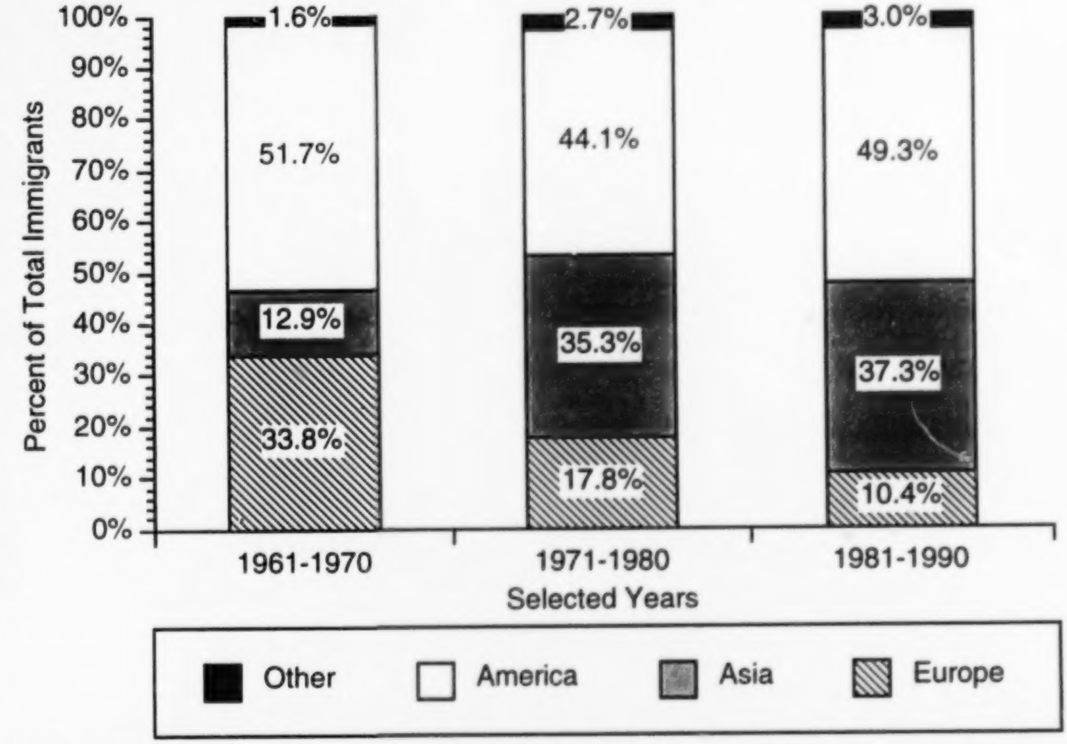
Trends in Immigration to the U.S.: Contributing Regions and Countries

Figure I-2 shows trends over 30 years of legal immigration to the United States, by immigrants' world region of origin, for the years 1961 to 1990 (U.S. Immigration and Naturalization Service 1992, 16, 29-30). Immigration from Europe has declined consistently since 1961, accounting for only 10.4 percent of the total immigration to the United States by 1981-1990. The opposite trend has occurred with immigration from Asia, with regular increases since 1961. Asians accounted for 37.3 percent of all immigrants during the years 1981 to 1990.

The largest, and most consistent, contributors to immigration to the United States from 1961 to 1990 have been countries in the American world region. This region includes the Caribbean, Central America, North America, and South America. While the American region declined slightly in its contribution to the U.S. population from 1971 to 1980, this region has been the source for about half of all immigration to the United States over the last few decades.

Figure I-2

Trends in Legal Immigration to the U.S. by World Regions: 1961 to 1990



SOURCE: U. S. Immigration and Naturalization Service (1992), *Statistical Yearbook of the Immigration and Naturalization Service, 1991*, pp. 16, 29-30. Calculations by ERS.

Figure I-3

Top Five Countries Contributing Legal Immigrants to the United States: 1961-1980 and 1981-1990

1961-1980			1981-1990		
Country	**Number**	**Percent**	**Country**	**Number**	**Percent**
Mexico	1,094,231	14.0%	Mexico	1,655,843	22.6%
Canada	583,249	7.5%	Philippines	548,764	7.5%
Cuba	473,399	6.1%	China	346,747	4.7%
Philippines	453,363	5.8%	Korea	333,746	4.5%
U.K.	351,196	4.5%	Vietnam	280,782	3.8%
Total From Five Top Countries	2,955,438	37.9%	Total From Five Top Countries	3,165,852	43.1%

SOURCE: U.S. Immigration and Naturalization Service (1992), *Statistical Yearbook of the Immigration and Naturalization Service, 1991*, pp. 16, 29-30. Calculations by ERS.

The five countries contributing the most legal immigrants to the United States population from 1961-1980 and from 1981-1990 are shown in Figure I-3 (U.S. Immigration and Naturalization Service 1992, 16, 29-30). Cumulatively, the top five countries provided 37.9 percent of all immigrants during 1961-1980 and 43.1 percent during 1981-1990. Mexico contributed the greatest number of immigrants during both time periods. Proportionally, immigrants from Mexico represented 14.0 percent of all immigrants from 1961-1980, and 22.6 percent from 1981-1990. The greater contribution of Asian countries to total U.S. immigration in more recent years is apparent in the list of the top five contributing countries, with China, Korea, and Vietnam replacing Canada, Cuba, and the United Kingdom as major providers of immigrants to the United States.

Destinations of Immigrants

While immigrants come from many different places in the world, most settle in just a few geographical areas of the United States. Figure I-4 on page 109 shows the top 10 states of intended residence for those legal immigrants reporting a preference in 1991 (U.S. Immigration and Naturalization Service 1992, 58). As the figure shows, 84.0 percent of all immigrants in 1991 intended to reside in just these 10 states. California was the most popular destination, receiving 40.1 percent of all immigrants. Again, the IRCA-legalized immigrants may already have resided in a state for several years; thus, the total population may not swell in a state receiving these immigrants.

Figure I-4

Top 10 States of Intended Residence for Legal Immigrants: FY 1991

Rank/State:	Number of Immigrants:	Percentage of Total Immigrants:	Cumulative Percentage:
1. California	732,735	40.1%	40.1%
2. Texas	212,600	11.6%	51.7%
3. New York	188,104	10.3%	62.0%
4. Florida	141,068	7.7%	69.7%
5. Illinois	73,388	4.0%	73.7%
6. New Jersey	56,164	3.1%	76.8%
7. Arizona	40,642	2.2%	79.0%
8. Washington	33,826	1.9%	80.9%
9. Virginia	29,942	1.6%	82.5%
10. Massachusetts	27,020	1.5%	84.0%

SOURCE: U.S. Immigration and Naturalization Service (1992), *Statistical Yearbook of the Immigration and Naturalization Service, 1991*, p. 62. Calculations by ERS.

Further details about the destination of immigrants is provided in Figure I-5 on page 110, which lists the top 20 metropolitan areas that were given by immigrants as their intended destination (U.S. Immigration and Naturalization Service 1992, 62). As expected from the data on intended state of residence, the metropolitan areas in the state of California are popular destinations, with 11 California metropolitan areas in the top 20 areas listed. Nationwide, approximately 90 percent of immigrants intended to settle in metropolitan areas in 1991 (U.S. Immigration and Naturalization Service 1992, 62).

Immigrant Children

For educators, immigrant children can provide a number of challenges and added responsibilities.

Immigrant children compose a relatively small part of the immigrant population. In 1991, 261,776 children under age 19 legally entered the United States, which was 14 percent of all immigrants legally entering the country in that year (U.S. Immigration and Naturalization Service 1992, 51). Immigrant children represented an even smaller portion of the total population of children under age 19: less than one percent in 1991.

Age Groups of Immigrant Children — In addition to indicating which grade spans or school levels might receive the most immigrant children, age groupings of the immigrant school-age population can also indicate differences in the difficulty of the educational task for areas receiving these immigrants. A school system receiving immigrant children ages 5-9 will face a different

Figure I-5

Top 20 Metropolitan Statistical Areas of Intended Residence for Immigrants: FY 1991

Metropolitan Statistical Area	Number	Metropolitan Statistical Area	Number
1. Los Angeles-Long Beach, CA	257,160	11. Fresno, CA	33,033
2. New York, NY	163,006	12. San Francisco, CA	29,989
3. Chicago, IL	60,590	13. San Jose, CA	28,942
4. San Diego, CA	59,329	14. Oakland, CA	24,416
5. Anaheim-Santa Ana, CA	59,015	15. Boston-Lawrence-Salem-Lowell-Brockton, MA	21,922
6. Miami-Hialeah, FL	58,918	16. Phoenix, AZ	21,027
7. Houston, TX	53,690	17. Visalia-Tulare-Porterville, CA	17,874
8. Riverside-San Bernardino, CA	50,608	18. Oxnard-Ventura, CA	17,144
9. Dallas, TX	39,352	19. Bakersfield, CA	17,008
10. Washington, DC-MD-VA	36,370	20. Newark, NJ	16,909

SOURCE: U. S. Immigration and Naturalization Service (1992), *Statistical Yearbook of the Immigration and Naturalization Service, 1991*, p. 62.

level of educational impact than a school system receiving students ages 15-19. Figure I-6 on page 111 presents the percentage of immigrant children entering the country legally in 1991 in each of four age groups (U.S. Immigration and Naturalization Service 1992, 51). As Figure I-6 shows, the largest age group of school-age immigrants entering the country in 1991 — 42 percent, or 109,261 children — were in the difficult-to-educate 15-19 age group.

One-fourth of school-age immigrants, 66,237 children, were ages 10-14; 19 percent, or 49,609 children were ages 5-9; and the smallest group was those children under age five, constituting 14 percent (36,669 children) of all immigrant children. Many immigrants are just past typical high school ages, with 55 percent of all immigrants falling into the 20-34 year old age group in 1991 (U.S. Immigration and Naturalization Service 1992, 51).

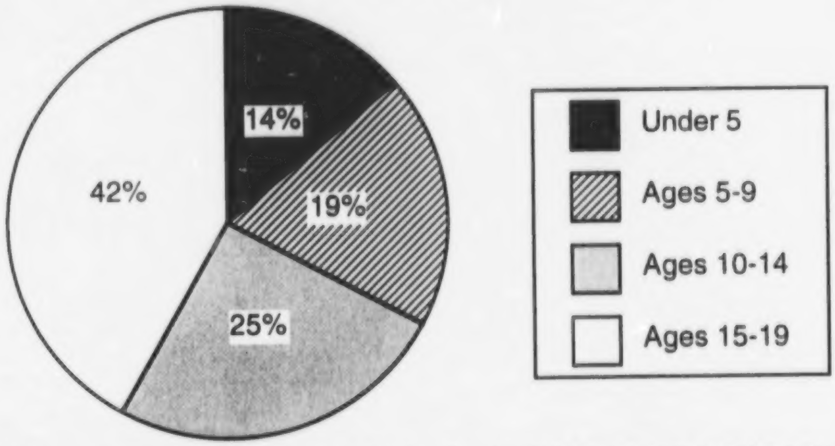
Origin and Likely Destination of Immigrant Children —

Figure I-7 on page 112 presents information on the top 15 countries providing legal immigrant children for the United States in 1991, including the country of origin of these children, the number of children in each age group from the country, and the likely destination states of these immigrant children (U.S. Immigration and Naturalization Service 1992, 51-53, 58-60). The 185,682 children from the top 15 countries represent 71 percent of all legal immigrant children, and thus provide an indication of where immigrant children were likely to locate.

The data show that immigrant children came from a broad variety of countries.

Figure I-6

Age Groups of Immigrant Children: 1991



SOURCE: U. S. Immigration and Naturalization Service (1992), *Statistical Yearbook of the Immigration and Naturalization Service, 1991*, p. 51.

Mexico contributed the largest number of children (61,656). With the exception of Poland, the majority of immigrant school-age children came from the world regions that have been the greatest contributors of immigrants in recent years. The most popular destination states include California, New York, Texas, Florida, Illinois, New Jersey, Arizona, Massachusetts, and Connecticut.

State School-Age Immigrant Populations —

While some states are clearly more popular destinations than others for immigrants, every state has some school-age immigrant population. Table I-1 (page 116) presents data on the number of immigrants ages 5-17 by state for the years 1980 and 1990, the change in immigrant populations during the 1980-1990 time period, and the percentage of the total 5-17 population that immigrants represented in each state in 1990 (U.S. General Accounting Office 1993, 78-79). Many of the numbers in this table are larger than prior numbers due to the definition of immigrant used by the United States General Accounting Office in creating the data for this table. School-age immigrants range from a low of 0.3 percent of the total 5-17 population in West Virginia to a high of 16.9 percent in California. Nationally, according to GAO definitions, immigrants represented 5.1 percent of all 5-17 year olds.

The immigrant populations in the states have been dynamic, experiencing both increases and decreases in size over the 1980-1990 decade. The changes in the school-age immigrant population from 1980-1990 are summarized in Figure I-8 on page 113. The figure indicates that the majority of states experienced a decline in immigrant school-age population over the 1980-1990 decade (U.S. General Accounting Office 1993, 72).

Poverty in the Immigrant School-Age Population —

In addition to language and assimilation problems, school-age immigrant children

Figure I-7

Top 15 Countries of Origin, Number of Children by Age Group, and Likely Destination States of Immigrant Children: 1991

Country of Origin	Age Groups					Destination States*
	<5	5-9	10-14	15-19	Total	
1. Mexico	3,109	4,773	10,810	42,964	61,656	CA, TX, FL, IL, AZ
2. Vietnam	1,761	3,421	5,088	9,801	20,071	CA, TX, NY, MA, WA
3. Soviet Union	3,050	6,165	5,125	4,276	18,616	NY, CA, MA, IL, PA
4. Philippines	2,545	3,297	4,321	5,394	15,557	CA, HI, NY, IL, NJ
5. Dominican Republic	1,817	3,365	4,135	4,700	14,017	NY, NJ, FL, MA, RI
6. Jamaica	964	1,906	2,302	2,402	7,574	NY, FL, NJ, CT, MD
7. Korea	2,520	916	1,502	1,889	6,827	CA, NY, NJ, IL, VA
8. El Salvador	360	1,041	2,489	2,917	6,807	CA, TX, NY, VA, FL
9. India	1,462	1,244	1,426	1,898	6,030	CA, NY, NJ, IL, TX
10. Haiti	462	698	2,258	2,395	5,813	FL, NY, MA, NJ, CT
11. Nicaragua	141	1,236	1,975	2,027	5,379	FL, CA, TX, LA, NY
12. China	526	802	1,483	2,110	4,921	CA, NY, IL, MA, NJ
13. Poland	545	1,254	1,427	1,542	4,768	IL, NY, NJ, CT, CA
14. Hong Kong	543	883	1,219	1,270	3,915	CA, NY, MA, TX, IL
15. Guyana	535	755	1,136	1,305	3,731	NY, NJ, FL, MD, CA
Total	20,340	31,756	46,696	86,890	185,682	

*Five states most popular with immigrants from the country of origin.

SOURCE: U. S. Immigration and Naturalization Service (1992), *Statistical Yearbook of the Immigration and Naturalization Service, 1991*, p. 51. Calculations by ERS.

may also face the challenges of living in poverty by U.S. standards. This fact is not particularly surprising, since many immigrants leave their own countries because of economic hardships. As might be expected, immigrants from poorer countries are likely to fall below the U.S. poverty line.

Figure I-9 on page 114 lists the percentage of school-age immigrant children in the United States living in poverty (based on their family income in the United States) by their families' place of origin (U.S. General Accounting Office 1993, 80). Overall, about 31 percent of school-age immigrant children lived on family incomes below the poverty level in 1990. The highest poverty rate (48.6 percent) is found for school-age children from "Other Southeast Asian nations," such

Figure I-8

Percent Change in State Immigrant School-Age Populations (Ages 5-17): 1980-1990

Decrease		Increase of 0-29.9 Percent		Increase of 30 Percent or More	
State	Percent Change	State	Percent Change	State	Percent Change
Alabama	-35.2%	Alaska	15.0%	Arizona	45.7%
Arkansas	-34.0%	Colorado	0.1%	California	53.3%
Connecticut	-20.3%	Idaho	21.9%	Florida	57.0%
Delaware	-20.3%	Kansas	7.6%	Georgia	32.3%
Hawaii	-26.6%	Maryland	19.2%	Nevada	64.9%
Illinois	-8.8%	Massachusetts	10.6%	Texas	36.8%
Indiana	-43.2%	Minnesota	11.3%		
Iowa	-37.4%	New Jersey	9.5%		
Kentucky	-36.2%	New Mexico	16.1%		
Louisiana	-29.8%	New York	11.9%		
Maine	-31.4%	Oregon	10.0%		
Michigan	-34.6%	Virginia	22.4%		
Mississippi	-51.4%	Washington	28.1%		
Missouri	-36.0%	Wisconsin	25.9%		
Montana	-50.8%				
Nebraska	-33.2%				
New Hampshire	-16.9%				
North Carolina	-6.0%				
North Dakota	-69.3%				
Ohio	-36.1%				
Oklahoma	-23.4%				
Pennsylvania	-15.5%				
Rhode Island	-0.7%				
South Carolina	-43.1%				
South Dakota	-18.9%				
Tennessee	-17.0%				
Utah	-2.8%				
Vermont	-49.4%				
West Virginia	-67.6%				
Wyoming	-29.5%				

SOURCE: U. S. General Accounting Office (1993), *School Age Demographics — Recent Trends Pose New Educational Challenges*, p. 72.

Figure I-9

Place of Origin of School-Age Children (Ages 5-17) in Poor Immigrant Families, by Poverty Rate: 1990

Place of Origin	Poverty Rate*	Place of Origin	Poverty Rate*
Other Southeast Asian nations[1]	48.6%	South America	19.7%
Russia/Former Soviet Union	46.6%	Israel	19.6%
Mexico	43.0%	North Africa	16.4%
Vietnam	40.1%	Jamaica	16.1%
Other Caribbean	37.9%	Taiwan	15.7%
Haiti	34.6%	Korea	14.9%
Other Central American nations[1]	31.5%	Eastern Europe	14.8%
Cuba	30.5%	Ireland	13.0%
El Salvador	30.3%	India/Pakistan	11.4%
All other nations	29.9%	Other European nations[1]	10.4%
Other Middle Eastern nations[1]	29.4%	Portugal	9.6%
Other Asian nations	27.1%	Other North American countries[1]	8.1%
Hong Kong	21.9%	Philippines	7.6%
Mainland China	21.9%	Japan	7.2%
Other African nations[1]	20.5%	**TOTAL**	**30.6%**

*Based on family income levels in the United States and U. S. poverty definitions.

[1] Those nations in the region not listed elsewhere on the chart.

SOURCE: U. S. General Accounting Office (1993), *School Age Demographics — Recent Trends Pose New Educational Challenges*, p. 80.

as Brunei, Burma, Laos, and Thailand. High poverty rates are also found for school-age immigrants from the former Soviet Union (46.6 percent) and from Mexico (43.0 percent), the country that contributes the majority of immigrants to the United States.

However, school-age immigrants from the Philippines — the second-highest-ranked contributor of immigrants — had a comparatively low rate of poverty at 7.6 percent. Low poverty rates were also found among school-age immigrants from Japan (7.2 percent) and Other North American Countries (8.1 percent).

State-by-state data on the percentage of children living in poor immigrant families in 1990 are presented in Table I-1 on page 116 (U.S. General Accounting Office 1993, 78-79). The figures vary widely, from a low of 7.8 percent in Vermont to a high of 54.6 percent in New Mexico.

Relationship Between Immigration and Educational Attainment

Considering the challenges faced by school-age immigrants, it is not unexpected to find lower levels of educational attainment based on recency of migration. Figure I-10 provides data on the dropout rates and years of school completed for status dropouts (ages 16-24) in 1989, based on recency of migration (National Center for Education Statistics 1993, 19, 21). The 28.9 percent dropout rate for persons born outside the 50 states and the District of Columbia was more than double the national average of 12.5 percent. The majority of these persons, 56.9 percent, completed less than nine years of school. However, for first-generation residents, figures for both status dropout rate and years of school completed were comparable to overall national levels.

Figure I-10

Rate, Number, and Educational Attainment of Status Dropouts, Ages 16-24, by Recency of Migration: November 1989

			Years of School Completed				
Recency of Migration:	Status Dropout Rate	Number of Dropouts (thousands)	<7	7-8	9	10	11
Born outside 50 states and D. C.	28.9%	684	35.1%	21.8%	18.2%	12.9%	12.0%
First generation[1]	10.4%	239	3.2%	15.0%	15.7%	23.4%	42.7%
Second generation or more[2]	11.2%	2,878	4.2%	14.4%	21.8%	31.0%	28.6%
TOTAL[3]	12.5%	3,991	10.3%	16.1%	20.6%	27.4%	25.7%

[1] Individuals defined as first generation were born in the 50 states or the District of Columbia and have one or both parents born outside the 50 states and the District of Columbia.

[2] Individuals defined as second generation or more were born in the 50 states or the District of Columbia and have both parents born in the 50 states and the District of Columbia.

[3] Total includes a small proportion for whom place of birth is unknown.

SOURCE: National Center for Education Statistics (1993), *Dropout Rates in the United States: 1992*, pp. 19, 21.

Table I-1 – Immigrant School-Age Population Changes, by State, 1980-90

(Numbers are in thousands)

State	Immigrants* Age 5-17, 1980	Immigrants* Age 5-17 1990	Percent Change, 1980-1990	Percent in Poor Immigrant Families, 1990	Percent of Age 5-17 Population, 1990
U.S. TOTAL	1,871,791	2,319,826	23.9%	30.6%	5.1%
Alabama	6,813	4,427	-35.0%	21.5%	0.6%
Alaska	2,195	2,525	15.0%	10.7%	2.2%
Arizona	25,962	37,835	45.7%	48.3%	5.5%
Arkansas	3,914	2,584	-34.0%	28.8%	0.6%
California	590,971	905,798	53.3%	32.4%	16.9%
Colorado	16,344	16,357	0.1%	33.8%	2.7%
Connecticut	24,610	21,616	-12.2%	9.4%	4.1%
Delaware	2,036	1,623	-20.3%	18.0%	1.4%
D. C.	4,161	4,890	17.5%	20.1%	6.1%
Florida	103,871	163,054	57.0%	28.7%	8.1%
Georgia	15,955	21,115	32.3%	18.3%	1.7%
Hawaii	23,292	17,106	-26.6%	14.8%	8.6%
Idaho	3,061	3,730	21.9%	41.8%	1.6%
Illinois	106,305	96,930	-8.8%	21.7%	4.6%
Indiana	12,216	6,945	-43.2%	14.4%	0.7%
Iowa	6,390	3,999	-37.4%	36.2%	0.8%
Kansas	7,969	8,570	7.5%	30.4%	1.8%
Kentucky	5,811	3,706	-36.2%	25.7%	0.5%
Louisiana	16,021	11,244	-29.8%	32.3%	1.3%
Maine	2,865	1,965	-31.4%	16.2%	0.9%
Maryland	28,325	33,753	19.2%	11.7%	4.2%
Massachusetts	47,022	52,087	10.8%	25.8%	5.5%
Michigan	37,274	24,363	-34.6%	28.3%	1.4%
Minnesota	14,374	15,991	11.2%	47.1%	1.9%
Mississippi	4,917	2,391	-51.4%	36.0%	0.4%
Missouri	10,676	6,836	-36.0%	24.0%	0.7%
Montana	1,460	719	-50.8%	30.6%	0.4%
Nebraska	3,864	2,583	-33.2%	26.6%	0.8%
Nevada	7,215	11,895	64.9%	23.4%	5.8%
New Hampshire	2,880	2,394	-16.9%	12.2%	1.2%
New Jersey	83,615	91,571	9.5%	14.0%	7.2%
New Mexico	10,534	12,228	16.1%	54.6%	3.8%
New York	247,970	277,569	11.9%	26.2%	9.2%
North Carolina	13,117	12,332	-6.0%	18.5%	1.1%
North Dakota	1,613	496	-69.3%	18.3%	0.4%
Ohio	26,147	16,703	-36.1%	20.5%	0.8%
Oklahoma	10,122	7,749	-23.4%	33.4%	1.3%
Oregon	12,865	14,157	10.0%	38.2%	2.7%
Pennsylvania	34,522	29,335	-15.0%	25.8%	1.5%
Rhode Island	10,325	10,256	-0.7%	27.7%	6.5%
South Carolina	8,801	5,012	-43.1%	17.3%	0.8%
South Dakota	909	737	-18.9%	25.0%	0.5%
Tennessee	7,870	6,535	-17.0%	19.1%	0.7%
Texas	182,368	249,538	36.8%	47.3%	7.2%
Utah	6,880	6,685	-2.8%	29.6%	1.5%
Vermont	1,487	752	-49.4%	7.8%	0.7%
Virginia	30,588	37,427	22.4%	10.9%	3.5%
Washington	28,685	36,735	28.1%	35.2%	4.1%
West Virginia	3,018	979	-67.6%	18.3%	0.3%
Wisconsin	10,256	13,252	25.9%	50.2%	1.4%
Wyoming	1,060	747	-29.5%	25.7%	0.7%

*Immigrant school-age children are defined as those children age 5-17 who are foreign born or living in a family where the mother is foreign born and immigrated to the United States during the previous 10 years.

SOURCE: U S. General Accounting Office (1993), *School Age Demographics — Recent Trends Pose New Educational Challenges*, pp. 78-79; U. S. Bureau of Census (1993), *1990 Census of Population and Housing. Summary Tape File 3C*. Calculations by ERS.

Chapter 8: Limited English Proficiency

Chapter Highlights:

Children who do not speak English well face extra difficulties in school and present special challenges for educators. This chapter discusses Limited English Proficient (LEP) children as a percentage of the school-age population, the range of languages spoken by these children, trends in the LEP population, and the relationship of Limited English Proficiency to educational attainment. Also included is a discussion of the concentration of LEP children in certain states and counties.

- In 1990, almost 14 percent of children ages 5-17 spoke a non-English language at home.
- Of those school-age children speaking a non-English language at home, 62.2 percent were reported to the 1990 U.S. Census as speaking English "very well." The remaining 37.8 percent, considered to be LEP, were reported as speaking English "well" (23.4 percent), "not well" (12.1 percent), or not at all (2.3 percent).
- The major languages spoken in the U.S. other than English in 1989 were Spanish (14.5 million speakers), French (1.1 million speakers), Italian (906,000 speakers), German (849,000 speakers), and Chinese languages (834,000 speakers).
- Between 1979 and 1989, the number of persons five years and older in the U.S. who spoke a language other than English at home increased by about 40 percent, from 9 percent of the population in 1979 to about 12 percent in 1989. The number of Spanish speakers five years and older increased by 65 percent, and the number of speakers of Asian and Pacific Island languages increased by 98 percent.
- Limited English Proficiency is not confined to recent immigrants. In 1989, almost half of all persons who spoke languages other than English at home and one quarter of all persons reporting difficulty speaking English were born in the United States.
- In 1989, among persons age 16-24 who spoke languages other than English and reported speaking English "very well," 14 percent had dropped out of school before completing high school. Among persons who reported having difficulty speaking English, 42 percent had dropped out of high school.
- The proportion of the school-age population that can be categorized as LEP varies widely from state to state and from community to community. States with the highest proportion of LEP students in 1990 included California (14.9 percent), Texas (11.3 percent), New Mexico (10.5 percent), and Arizona (8.9 percent). In contrast, four states had less than one percent of their school-age population in the LEP category: Arkansas, West Virginia, Vermont, and North Dakota.

The assumption in studying school-age immigrants is that these children will provide greater educational challenges to the nation's schools than will native-born children, at least in part because of their difficulty in speaking English. However, immigrants are not the only children that may have this problem. Many children are born in the United States but live in families that primarily speak the language of the parents' country of origin; these children are often as disadvantaged when they first enter school as are children who were born in other countries. Therefore, rather than simply considering immigrant children as a group, it may be more useful to educators to study data on all children, both immigrant and native-born, who fall into the category of "Limited English Proficient" (LEP).

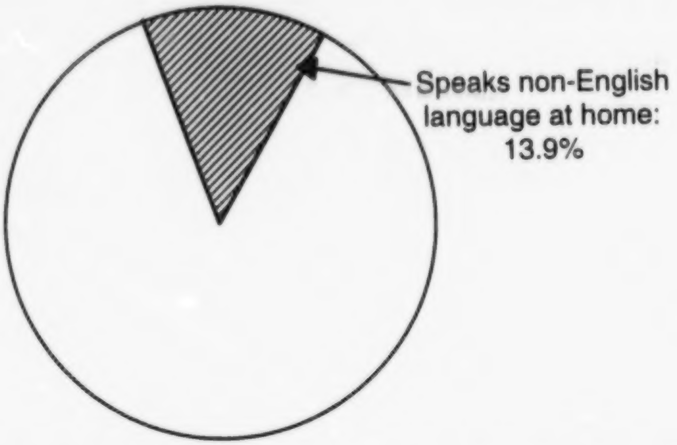
The LEP School-Age Population

A useful starting point for assessing LEP children is the number of school-age children speaking a non-English language at home, since this indicates at least a bilingual status for these persons. Figure L-1 shows that almost 14 percent of children ages 5-17 spoke a non-English language at home in 1990 (U.S. Bureau of the Census 1993).

Speaking a non-English language at home does not necessarily indicate that English language proficiency is a problem at school. Figure L-2 on page 119 categorizes the percentage of school-age children who spoke a non-English language at home by four levels of English ability (U.S. Bureau of the Census 1993). The English ability levels are those used in the 1990 Census (U.S. General

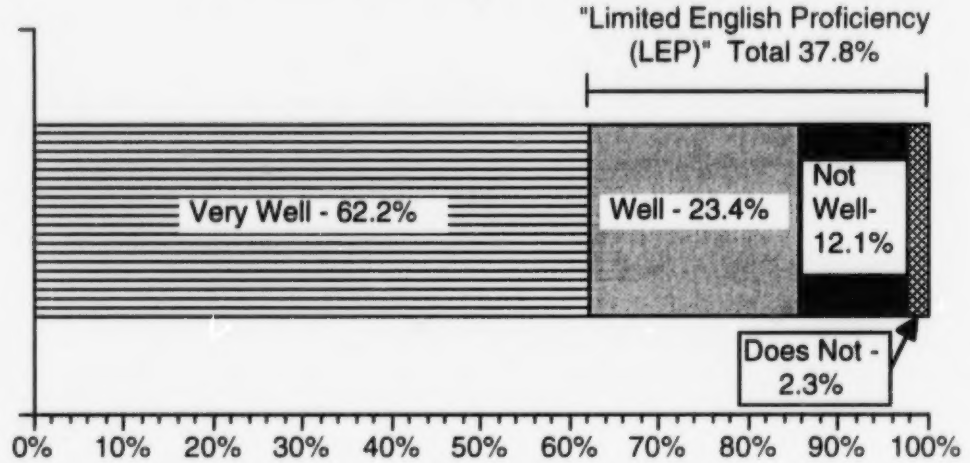
Figure L-1

Percent of School-Age Population (Ages 5-17) Speaking a Non-English Language at Home: 1990



SOURCE: U.S. Bureau of the Census (1993), *Language Use and English Ability, Persons 5 to 17 Years, by State: 1990 Census, Table ED90-4.*

Figure L-2



English Ability of School-Age Persons (Ages 5-17) Speaking Non-English at Home: 1990

SOURCE: U.S. Bureau of the Census (1993), *Language Use and English Ability, Persons 5 to 17 Years, by State: 1990 Census, Table ED90-4.* Calculations by ERS.

Accounting Office 1993, 40). Of those persons speaking a non-English language at home, 62.2 percent indicated they spoke English "very well." The remaining 37.8 percent are considered to fall into the Limited English Proficient category.

Limited English Proficiency and Schooling

A 1993 report from the National Center for Education Statistics titled *Language Characteristics and Schooling in the United States, A Changing Picture: 1979 and 1989* describes changes "in the composition and characteristics of persons who speak languages other than English in the United States" and the relationship between language usage and progress through school of children 8 to 15 years old and persons 16 to 24 years old (National Center for Education Statistics 1993, 1). Listed below are the highlights of the report (pp. iii-iv).

What were the major languages spoken in the United States as of 1989?

- In 1989, languages with more than half a million speakers in the U.S. included Spanish (14.5 million speakers), French (1.1 million speakers), Italian (906,000 speakers), German (849,000 speakers), Chinese languages (834,000 speakers) Czech (662,000 speakers), Philippine languages (638,000 speakers), and Korean (503,000 speakers).
- Spanish was spoken by 58 percent of all speakers of languages other than English. Other European languages (as a group) were spoken by 21 percent, Asian and Pacific Island languages by 14 percent, and all other languages by a total of 7 per-

cent of all persons who reported speaking a language other than English at home.

How had language usage changed between 1979 and 1989?

- Between 1979 and 1989, the number of persons 5 years and older in the United States who were reported to speak a language other than English at home increased by about 40 percent, from 9 percent of the population in 1979 to about 12 percent in 1989.
- Between 1979 and 1989, the number of Spanish speakers 5 years and older increased by 65 percent, and the number of speakers of Asian and Pacific Island languages increased by 98 percent. During the same period the number of speakers of European languages other than Spanish decreased by 18 percent.

Were there differences in the ages of persons speaking languages other than English?

- The age distribution of speakers of non-English languages varied by specific language spoken. For some languages, the age distribution was relatively young; for example, over one-third of Cambodian, Lao, and Vietnamese speakers were of school age (5 to 17 years old). The speakers of some other languages were relatively old; for example, over 40 percent of Hungarian, Italian, Norwegian, Polish, and Yiddish speakers were 65 years old or older.

Did persons who spoke languages other than English have difficulty speaking English?

- Almost half of Spanish speakers and over half of Asian and Pacific Island language speakers reported speaking English with difficulty in 1989, while almost one-third of speakers of other European languages reported difficulty speaking English.
- Among all speakers of non-English languages, the proportion of persons who had difficulty speaking English was lower among persons under age 25 than among persons 25 years old and over.

Were all non-English speakers born outside the United States?

- No. Almost half of all persons who spoke languages other than English at home and one quarter of all persons reporting difficulty speaking English were born in the United States.

How was a child's language use related to his or her schooling?

- The proportion of all students age 8 to 15 enrolled below modal grade (that is, the grade in which most children of an age are enrolled at the beginning of a school year) increased from 25 percent in 1979 to 35 percent in 1989.
- In 1979, among children who were reported to have difficulty speaking English, 53 percent were enrolled below the modal grade for their age, much higher than for English-only children (24 percent). By 1989, this proportion had dropped 15 percentage points, to 38 percent, and was about the same as for English-only speakers (34 percent).

Are persons 16 to 24 years old who speak other languages at a disadvantage in their education?

- In 1989, Spanish-speaking persons 16 to 24 years old had higher dropout rates compared to English-only speakers, speakers of other European languages, and speakers of Asian and Pacific Island languages (31 percent compared to between 9 and 11 percent).

- Among persons who spoke languages other than English and reported speaking English "very well," 14 percent had dropped out of school before completing high school. Among persons who reported having difficulty speaking English, 42 percent had dropped out of school.
- Spanish speakers were over twice as likely not to be currently enrolled and not to have completed high school than were speakers of other languages who had similar language abilities.
- In 1989, college enrollment of persons who spoke languages other than English and spoke English "very well" was similar to that of English-only speakers. However, for persons who reported difficulty speaking English, college enrollment was just over one-third of persons who spoke English very well.

State-by-State LEP Populations

Data on the number and proportion of the school-age (5-17 year old) LEP population in each state in 1990 are presented in Tables L-1 and L-2, pages 124 and 125 (U.S. Bureau of the Census 1993).

As shown in Table L-2, the proportion of the school-age population that can be categorized as LEP varies widely from state to state. The states with the highest proportion of LEP students in 1990 included California (14.9 percent), Texas (11.3 percent), New Mexico (10.5 percent), and Arizona (8.9 percent). These same four states had the highest proportions of Spanish-speaking school-age persons. In contrast to the high-LEP states, four states had less than one percent of their school-age population in the LEP category in 1990: Arkansas, West Virginia, Vermont, and North Dakota.

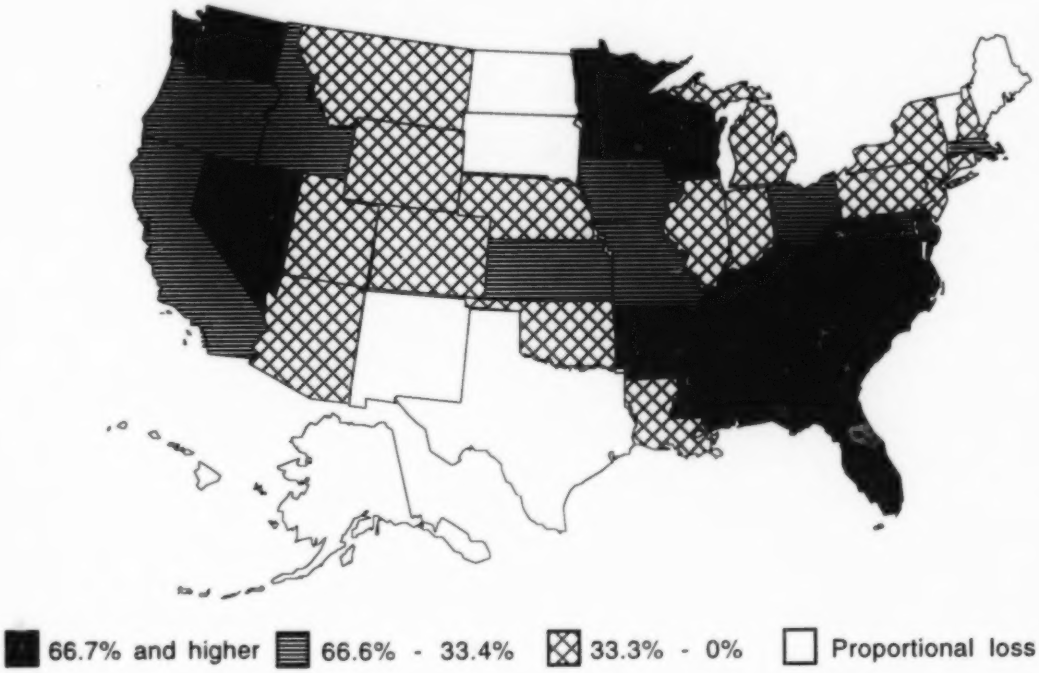
In terms of trends in the number of LEP school-age children at the state level, the majority of states have experienced a growth in the number of LEP children. Figure L-3 on page 122, based on data from Table L-3 (page 126), shows changes in the LEP population for the states over the 1980-1990 time period (U.S. General Accounting Office 1993, 83-84; U.S. Bureau of the Census 1993).

Fourteen states and the District of Columbia experienced a 66.6 percent or greater growth in LEP populations from 1980 to 1990, and nine states experienced a growth rate of over 100 percent: North Carolina, 174.8 percent; Mississippi, 169.6 percent; Georgia, 138.4 percent; Nevada, 126.5 percent; Minnesota, 118.3 percent; the District of Columbia, 113.7 percent; Alabama, 113.6 percent; Wisconsin, 104.7 percent; and West Virginia, 103.0 percent. In contrast, eight states — Texas, North Dakota, Vermont, Alaska, Hawaii, Maine, New Mexico, and South Dakota — experienced a decline in the proportion of their school-age populations represented by LEP children.

The relatively small number or proportion of school-age LEP children within a particular state may give the impression that LEP students represent only a small concern for educators throughout that state. This is not the case, however; within each state, some school districts may have few or no LEP students, while other school districts may have the majority of the entire state LEP population.

Figure L-3

Percent Change in Limited English Proficiency (LEP) School-Age Population by State: 1980-1990



SOURCE: U.S. General Accounting Office (1993), *School-Age Demographics: Recent Trends Pose New Educational Challenges*, pp. 83-84; U.S. Bureau of the Census (1993), *Language Use and English Ability, Persons 5 to 17 Years, by State: 1990 Census;* Calculations by ERS.

A 1994 report by the U.S. General Accounting Office for the Chairman of the Senate Committee on Labor and Human Resources, titled *Limited English Proficiency: A Growing and Costly Educational Challenge Facing Many School Districts,* examined the impact of LEP students through Bureau of the Census data and through visits to five school districts that had high numbers of LEP students (U.S. General Accounting Office 1994, 4). Findings from the report include the following:

- Census data show that 72 percent of all LEP students are from six states — California, Florida, Illinois, New Jersey, New York, and Texas. In the last decade, 41 states experienced an increase in the number of LEP students. Almost every state has local concentrations of LEP students (p. 33).
- LEP students are also concentrated in selected counties — 533 counties in 47 states have substantial numbers of LEP students — and in large metropolitan areas. In 1990, the 533 counties accounted for about 64 percent of all students but more than 91 percent of all LEP students. Likewise, the nation's 25 largest metropolitan

areas accounted for about 20 percent of all students but about 42 percent of all LEP students (p. 33).

Challenges Presented by LEP Students

Interviews with school district administrators, officials and teachers reveal several challenges facing educators responsible for educating LEP students. Challenges cited by school districts interviewed by the U.S. General Accounting Office (1994, 36, 51-76) include the following:

- Many immigrant students arrived with limited schooling and were often illiterate in their native languages.
- High transience among immigrant and LEP students presented a barrier to instruction.
- Involving parents (of LEP students) in the education of their children has proven difficult.
- A growing number of immigrant and LEP students who entered secondary schools had limited education.
- A growing number of immigrant students with limited schooling were entering all grade levels throughout the school year.
- Cultural differences presented a barrier to instruction.
- Emotional needs of students also presented barriers to instruction.
- Large increases in the number of immigrant and LEP students have contributed significantly to the overcrowding at many schools.
- As many as 88 languages were represented in the school districts. Many were low-incidence languages (spoken by relatively few students), and students using any one language could be spread across many grades and schools.

Thus, while LEP students may present only a minor challenge to some school districts, the numbers of LEP students may present major challenges to other school districts.

Table L-1 – Number of School-Age Children (Ages 5-17), Number Speaking Non-English at Home, and English Ability, by State: 1990

	Children 5-17 Years Old, 1990							
		Speaks non-English Language at Home						
			Ability to Speak English					
STATE	Total 5-17 Year Old Population	Total non-English speaking	Very well	Well	Not well	Does not	Speaks Spanish	Total 5-17 Year Old LEP* Population
U. S. Total	45,342,448	6,322,934	3,934,691	1,480,680	761,778	145,785	4,167,653	2,388,243
AL	779,216	23,122	15,005	4,913	3,060	144	11,366	8,117
AK	117,070	11,158	7,047	2,949	1,096	66	1,552	4,111
AZ	688,361	156,782	95,713	38,896	18,715	3,458	113,768	61,069
AR	457,208	13,587	9,283	2,328	1,923	53	7,427	4,304
CA	5,363,005	1,878,957	1,082,052	466,896	255,816	74,193	1,350,590	796,905
CO	600,578	51,202	33,294	10,407	6,817	684	34,189	17,908
CT	522,667	78,041	51,303	17,411	8,048	1,279	45,274	26,738
DE	114,559	7,403	4,638	1,690	982	93	4,006	2,765
DC	80,008	9,444	5,455	2,371	1,315	303	6,136	3,989
FL	2,021,858	360,452	247,011	74,030	32,757	6,654	279,337	113,441
GA	1,236,622	55,976	36,142	11,830	7,226	778	27,123	19,834
HI	198,205	29,600	18,347	7,895	3,234	124	1,654	11,253
ID	227,791	13,241	8,608	2,443	1,901	289	9,971	4,633
IL	2,103,057	302,087	200,056	62,009	33,428	6,594	194,776	102,031
IN	1,059,526	51,651	32,573	12,531	6,056	491	22,148	19,078
IA	526,115	20,740	13,365	4,411	2,792	172	9,242	7,375
KS	474,043	25,036	16,218	5,282	3,297	239	13,941	8,818
KY	705,277	20,063	12,588	4,381	2,874	220	9,046	7,475
LA	895,657	49,382	32,556	10,232	6,720	324	15,347	17,276
ME	223,494	9,886	7,231	1,518	1,091	46	1,407	2,655
MD	806,039	67,904	46,025	13,475	7,597	807	26,173	21,879
MA	940,711	143,528	93,084	31,694	16,011	2,739	62,671	50,444
MI	1,761,163	95,963	68,148	16,904	10,132	779	33,087	27,815
MN	831,671	42,163	25,150	9,687	6,468	858	11,275	17,013
MS	552,960	16,594	10,408	4,155	4,958	73	7,175	9,186
MO	947,101	33,731	21,501	7,300	4,705	225	13,817	12,230
MT	163,940	6,382	4,280	1,486	553	63	1,711	2,102
NE	309,706	11,256	7,933	1,967	1,314	42	5,669	3,323
NV	203,376	24,055	15,102	5,411	2,847	695	17,057	8,953
NH	194,492	8,561	5,974	1,601	906	80	2,189	2,587
NJ	1,269,172	245,795	169,522	49,905	22,902	3,466	140,311	76,273
NM	321,418	94,719	60,940	23,008	9,993	778	72,512	33,779
NY	3,008,894	700,788	452,840	158,693	75,993	13,262	415,623	247,948
NC	1,152,157	54,382	32,598	12,003	9,336	445	31,276	21,784
ND	127,720	3,456	2,567	637	251	6	1,220	894
OH	2,019,893	100,589	64,019	22,770	12,825	975	37,885	36,570
OK	613,015	28,351	18,878	5,431	3,778	264	16,088	9,473
OR	522,568	36,776	23,607	7,374	4,975	820	19,323	13,169
PA	2,000,469	136,203	86,416	32,541	15,648	1,598	58,039	49,787
RI	158,964	25,970	17,042	5,497	2,916	515	9,730	8,928
SC	666,884	23,346	15,278	5,170	2,837	61	11,401	8,068
SD	144,167	5,849	3,919	1,170	709	51	1,449	1,930
TN	883,214	28,694	18,992	5,435	4,112	155	13,206	9,702
TX	3,454,664	974,282	582,401	261,195	113,449	17,237	892,384	391,881
UT	458,429	25,434	17,006	5,055	3,151	222	11,795	8,428
VT	102,343	3,212	2,438	496	264	14	566	774
VA	1,063,388	74,634	50,966	15,195	7,621	852	31,551	23,668
WA	893,647	78,267	48,190	17,286	11,158	1,633	35,674	30,077
WV	337,661	9,129	6,314	1,567	1,227	21	3,878	2,815
WI	930,099	51,171	31,851	11,448	7,041	831	22,158	19,320
WY	100,206	3,940	2,822	701	403	14	2,452	1,118

*Includes the columns "Well," "Not well," and "Does not" under "Ability to Speak English."

SOURCE: U.S. Bureau of the Census (1993), *Language Use and English Ability, Persons 5-17 Years, By State: 1990 Census. Table ED90-4*. Calculations by ERS.

Table L-2 – Percentage of School-Age Children (Ages 5-17) Speaking Non-English at Home and English Ability of These Children, by State: 1990

	Children 5-17 Years Old, 1990							
		Speaks non-English Language at Home						Total 5-17 Year Old LEP Population
	Total 5-17 Year Old Population	Total non-English speaking	Ability to Speak English					
STATE			Very well	Well	Not well	Does not	Speaks Spanish	
U.S. Total	45,342,448	13.9%	8.7%	3.3%	1.7%	0.3%	9.2%	5.3%
AL	779,216	3.0%	1.9%	0.6%	0.4%	0.0%	1.5%	1.0%
AK	117,070	9.5%	6.0%	2.5%	0.9%	0.1%	1.3%	3.5%
AZ	688,361	22.8%	13.9%	5.7%	2.7%	0.5%	16.5%	8.9%
AR	457,208	3.0%	2.0%	0.5%	0.4%	0.0%	1.6%	0.9%
CA	5,363,005	35.0%	20.2%	8.7%	4.8%	1.4%	25.2%	14.9%
CO	600,578	8.4%	5.5%	1.7%	1.1%	0.1%	5.7%	3.0%
CT	522,667	14.9%	9.8%	3.3%	1.5%	0.2%	8.7%	5.1%
DE	114,559	6.5%	4.0%	1.5%	0.9%	0.1%	3.5%	2.4%
DC	80,008	11.8%	6.8%	3.0%	1.6%	0.4%	7.7%	5.0%
FL	2,021,858	17.8%	12.2%	3.7%	1.6%	0.3%	13.8%	5.6%
GA	1,236,622	4.5%	2.9%	1.0%	0.6%	0.1%	2.2%	1.6%
HI	198,205	14.9%	9.3%	4.0%	1.6%	0.1%	0.8%	5.7%
ID	227,791	5.8%	3.8%	1.1%	0.8%	0.1%	4.4%	2.0%
IL	2,103,057	14.4%	9.5%	2.9%	1.6%	0.3%	9.3%	4.9%
IN	1,059,526	4.9%	3.1%	1.2%	0.6%	0.0%	2.1%	1.8%
IA	526,115	3.9%	2.5%	0.8%	0.5%	0.0%	1.8%	1.4%
KS	474,043	5.3%	3.4%	1.1%	0.7%	0.1%	2.9%	1.9%
KY	705,277	2.8%	1.8%	0.6%	0.4%	0.0%	1.3%	1.1%
LA	895,657	5.5%	3.6%	1.1%	0.8%	0.0%	1.7%	1.9%
ME	223,494	4.4%	3.2%	0.7%	0.5%	0.0%	0.6%	1.2%
MD	806,039	8.4%	5.7%	1.7%	0.9%	0.1%	3.2%	2.7%
MA	940,711	15.3%	9.9%	3.4%	1.7%	0.3%	6.7%	5.4%
MI	1,761,163	5.4%	3.9%	1.0%	0.6%	0.0%	1.9%	1.6%
MN	831,671	5.1%	3.0%	1.2%	0.8%	0.1%	1.4%	2.0%
MS	552,960	3.0%	1.9%	0.8%	0.9%	0.0%	1.3%	1.7%
MO	947,101	3.6%	2.3%	0.8%	0.5%	0.0%	1.5%	1.3%
MT	163,940	3.9%	2.6%	0.9%	0.3%	0.0%	1.0%	1.3%
NE	309,706	3.6%	2.6%	0.6%	0.4%	0.0%	1.8%	1.1%
NV	203,376	11.8%	7.4%	2.7%	1.4%	0.3%	8.4%	4.4%
NH	194,492	4.4%	3.1%	0.8%	0.5%	0.0%	1.1%	1.3%
NJ	1,269,172	19.4%	13.4%	3.9%	1.8%	0.3%	11.1%	6.0%
NM	321,418	29.5%	19.0%	7.2%	3.1%	0.2%	22.6%	10.5%
NY	3,008,894	23.3%	15.1%	5.3%	2.5%	0.4%	13.8%	8.2%
NC	1,152,157	4.7%	2.8%	1.0%	0.8%	0.0%	2.7%	1.9%
ND	127,720	2.7%	2.0%	0.5%	0.2%	0.0%	1.0%	0.7%
OH	2,019,893	5.0%	3.2%	1.1%	0.6%	0.0%	1.9%	1.8%
OK	613,015	4.6%	3.1%	0.9%	0.6%	0.0%	2.6%	1.5%
OR	522,568	7.0%	4.5%	1.4%	1.0%	0.2%	3.7%	2.5%
PA	2,000,469	6.8%	4.3%	1.6%	0.8%	0.1%	2.9%	2.5%
RI	158,964	16.3%	10.7%	3.5%	1.8%	0.3%	6.1%	5.6%
SC	666,884	3.5%	2.3%	0.8%	0.4%	0.0%	1.7%	1.2%
SD	144,167	4.1%	2.7%	0.8%	0.5%	0.0%	1.0%	1.3%
TN	883,214	3.2%	2.2%	0.6%	0.5%	0.0%	1.5%	1.1%
TX	3,454,664	28.2%	16.9%	7.6%	3.3%	0.5%	25.8%	11.3%
UT	458,429	5.5%	3.7%	1.1%	0.7%	0.0%	2.6%	1.8%
VT	102,343	3.1%	2.4%	0.5%	0.3%	0.0%	0.6%	0.8%
VA	1,063,388	7.0%	4.8%	1.4%	0.7%	0.1%	3.0%	2.2%
WA	893,647	8.8%	5.4%	1.9%	1.2%	0.2%	4.0%	3.4%
WV	337,661	2.7%	1.9%	0.5%	0.4%	0.0%	1.1%	0.8%
WI	930,099	5.5%	3.4%	1.2%	0.8%	0.1%	2.4%	2.1%
WY	100,206	3.9%	2.8%	0.7%	0.4%	0.0%	2.4%	1.1%

SOURCE: U.S. Bureau of the Census (1993), *Language Use and English Ability, Persons 5-17 Years, By State: 1990 Census. Table ED90-4.* Calculations by ERS.

Table L-3 – Change in LEP Populations, by State: 1980 to 1990

	LEP Children		Change, 1980-1990	
STATE	1980	1990	Number	Percent
U.S. Total	1,838,657	2,388,243	549,586	29.9%
Alabama	3,800	8,117	4,317	113.6%
Alaska	4,506	4,111	-395	-8.8%
Arizona	58,992	61,069	2,077	3.5%
Arkansas	2,309	4,304	1,995	86.4%
California	478,500	796,905	318,405	66.5%
Colorado	16,006	17,908	1,902	11.9%
Connecticut	23,596	26,738	3,142	13.3%
Delaware	1,732	2,765	1,033	59.6%
D.C.	1,867	3,989	2,122	113.7%
Florida	63,731	113,441	49,710	78.0%
Georgia	8,321	19,834	11,513	138.4%
Hawaii	13,971	11,253	-2,718	-19.5%
Idaho	3,369	4,633	1,264	37.5%
Illinois	88,367	102,031	13,664	15.5%
Indiana	14,798	19,078	4,280	28.9%
Iowa	5,206	7,375	2,169	41.7%
Kansas	6,089	8,818	2,729	44.8%
Kentucky	3,918	7,475	3,557	90.8%
Louisiana	16,663	17,276	613	3.7%
Maine	3,464	2,655	-809	-23.4%
Maryland	13,523	21,879	8,356	61.8%
Massachusetts	36,984	50,444	13,460	36.4%
Michigan	23,444	27,815	4,371	18.6%
Minnesota	7,792	17,013	9,221	118.3%
Mississippi	3,407	9,186	5,779	169.6%
Missouri	7,532	12,230	4,698	62.4%
Montana	2,028	2,102	74	3.6%
Nebraska	2,666	3,323	657	24.6%
Nevada	3,953	8,953	5,000	126.5%
New Hampshire	1,998	2,587	589	29.5%
New Jersey	70,566	76,273	5,707	8.1%
New Mexico	47,796	33,779	-14,017	-29.3%
New York	229,361	247,948	18,587	8.1%
North Carolina	7,926	21,784	13,858	174.8%
North Dakota	967	894	-73	-7.5%
Ohio	27,007	36,570	9,563	35.4%
Oklahoma	7,791	9,473	1,682	21.6%
Oregon	8,465	13,169	4,704	55.6%
Pennsylvania	39,295	49,787	10,492	26.7%
Rhode Island	6,776	8,928	2,152	31.8%
South Carolina	4,754	8,068	3,314	69.7%
South Dakota	2,827	1,930	-897	-31.7%
Tennessee	5,481	9,702	4,221	77.0%
Texas	407,715	391,881	-15,834	-3.9%
Utah	6,715	8,428	1,713	25.5%
Vermont	841	774	-67	-8.0%
Virginia	12,596	23,668	11,072	87.9%
Washington	17,551	30,077	12,526	71.4%
West Virginia	1,387	2,815	1,428	103.0%
Wisconsin	9,440	19,320	9,880	104.7%
Wyoming	868	1,118	250	28.8%

SOURCE: U.S. General Accounting Office (1993), *School-Age Demographics: Recent Trends Pose New Educational Challenges*, pp. 83-84; U. S. Bureau of the Census (1993), *Language Use and English Ability, Persons 5-17 Years, by State: 1990 Census. Table ED90-4.* Calculations by ERS.

Chapter 9: Parents in the Home and Birth Factors

Chapter Highlights:

Family structure and the circumstances under which children are born and raised have many implications for students' educational preparation and achievement. This chapter discusses trends in a number of significant home and birth factors, including: the number of parents in the home, the marital status of the parents, fertility rates for various demographic groups, and teenage pregnancy rates.

- The percent of children under age 18 who live with both parents fell from 85.2 percent in 1970 to 70.7 percent in 1992. Children living with one parent rose from 11.9 percent in 1970 to 26.6 percent in 1992. (The remainder lived with neither parent.)
- Analyzed by racial/ethnic groups, 56.9 percent of black children lived with only one parent in 1992, compared with 32.1 percent of Hispanic children, 20.9 percent of white children, and about 14.2 percent of Asian and Pacific Islander children.
- In 1992, among all children ages 6-17 who lived in mother-only homes: 44.1 percent lived with mothers who were divorced; 25.2 percent had mothers who were never married; 25.0 percent had mothers who were married, but the spouse was not present; and 5.7 percent had mothers who were widowed.
- In 1992, 24 percent of never-married women ages 18-44 had borne a child, compared with only 15 percent in 1982.
- Fertility rates in 1992 varied by demographic factors. For example, fertility rates and family income were inversely related: at the lowest family income bracket (under $10,000), the fertility rate in 1992 was 95.0 births per 1,000 women; at the highest family income bracket ($75,000 and over), the fertility rate was 42.8 births per 1,000 women.
- Teenage pregnancy has many serious repercussions for education. During the 12 months spanning July 1991 through June 1992, 3.8 percent of all women ages 15-19 had a child. Of these, 65.3 percent were unmarried at the time of the birth.

Parents in the Home

Because family structure, as reflected by the number of parents living at home, can affect students' educational preparation and achievement, it is useful for educators to have information on the family living arrangements of the school-age population.

Figure HB-1 on page 128 shows the percentage of children under 18 living in various family structures for the years 1970 and 1992. In 1970, 85.2 percent or children under age 18 lived with both parents; this number fell to 70.7 percent by 1992. Children living in single-parent homes increased from 11.9 percent in 1970 to 26.6

percent in 1992. The proportion of children living with neither parent changed little, declining from 2.9 percent in 1970 to 2.6 percent in 1992 (U.S. Bureau of the Census 1992a, xii).

In terms of numbers, the total number of children living with both parents fell from 58.9 million in 1970 to 46.6 million in 1992, while the number of children in single-parent homes increased from 8.2 million in 1970 to 17.6 million in 1992. The total number of children under 18 living with neither parent decreased from 477,000 to 415,000 over the 1970 to 1992 time period.

Parents in the Home by Race and Ethnicity —

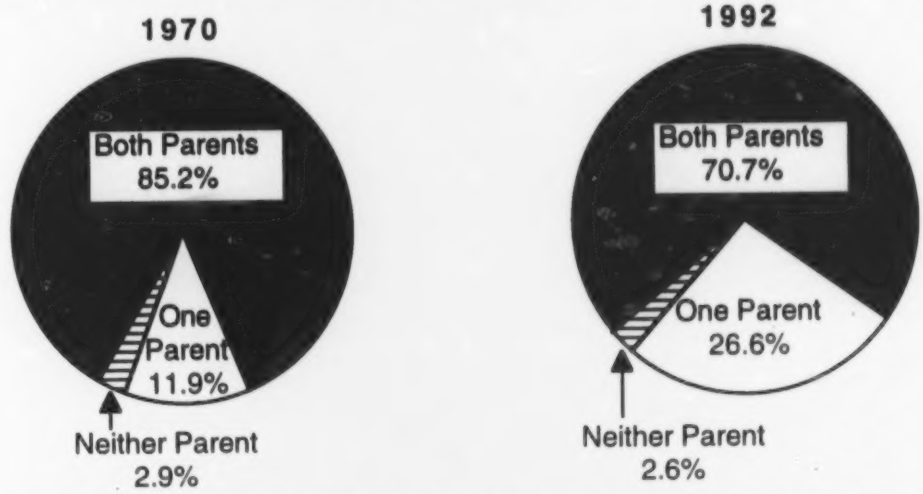
In 1992, children living in single-parent homes numbered 11.0 million for whites, 5.9 million for blacks, and 2.4 million for Hispanics. Thus, there were more white children living in single-parent families than black and Hispanic children combined (U.S. Bureau of the Census 1992a, xii).

Proportionately, however, white children were less likely than black children or Hispanic children to live in single-parent homes. Figure HB-2 on page 129 shows children under 18 by the presence of parents in the home for whites, black, and Hispanics in the years 1970 and 1992, and for Asians and Pacific Islanders in 1991 (U.S. Bureau of the Census 1992a, xiii; 1992b, 38).

In 1992, the black population had the largest proportion of children under 18 living with one parent, at 56.9 percent. This was followed by Hispanic children at 32.1 percent, white children at 20.9 percent, and Asian and Pacific Islander children (1991 data) at 14.2 percent. Comparing the 1992 and 1970 percentages, the fastest growth in the proportion of children in single-parent homes was found for the white population, where proportionately 2.4 times as many children under 18 lived in single-parent homes in 1992 (20.9 percent) as 1970 (8.7 percent).

Figure HB-1

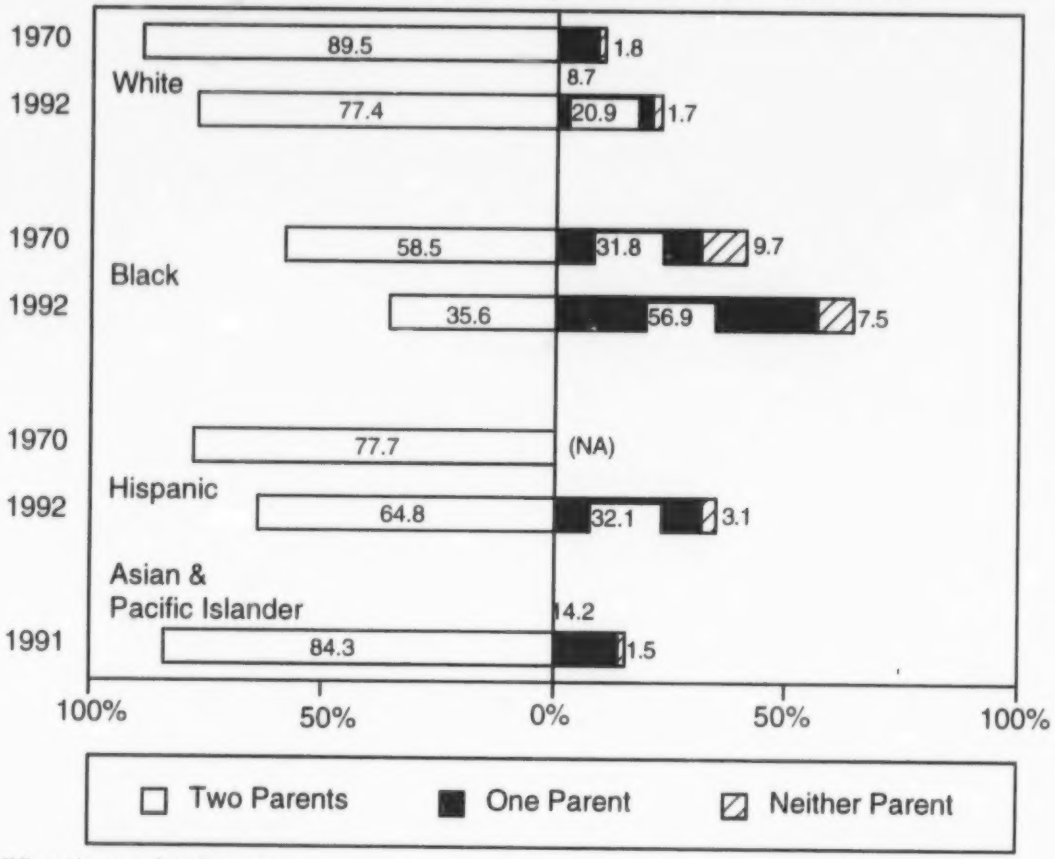
Children Under 18 by Presence of Parents in Home: 1970 and 1992



SOURCE: U.S. Bureau of the Census (1992), *Marital Status and Living Arrangements: March 1992*, p. xii.

Figure HB-2

Percent of Children Under 18 by Presence of Parents in Home and by Race and Ethnicity*: 1970, 1991 and 1992



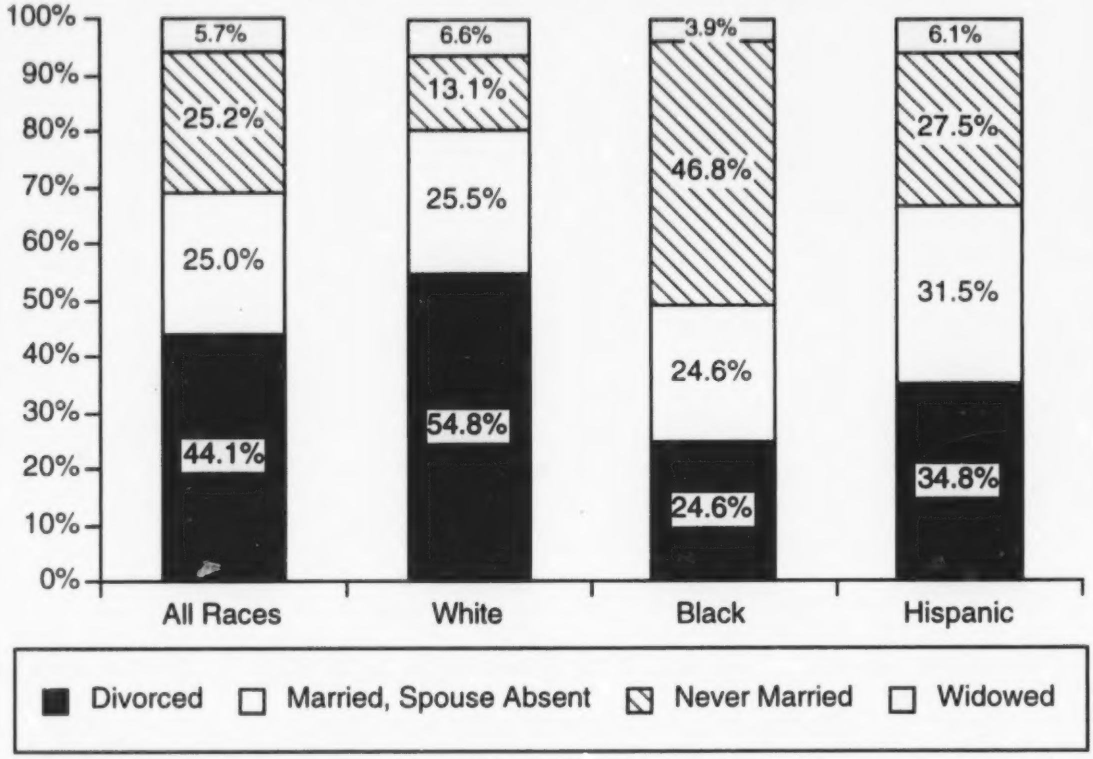
*Hispanics may be of any race.
SOURCE: U. S. Bureau of Census (1992), *Marital Status and Living Arrangements: March 1992*, p. xiii; U.S. Bureau of the Census (1992), *The Asian and Pacific Islander Population in the United States: March 1991 and 1990*, p. 38.

Marital Status of Mother-Only Homes

While data on the number of parents living at home can provide important insight in assessing the difficulty of the educational task facing schools, data on the marital structures of families may also provide significant information about children's living arrangements. Figure HB-3 on page 130 shows the 1992 marital status of mothers of children ages 6-17 who lived with their mother only. These data are shown by race and ethnicity, using four marriage categories: divorced, married with spouse absent, never married, and widowed (U.S. Bureau of the Census 1992a, 31-44). The reason for examining data on mother-only homes is that these households represented 87.5 percent (10 million) of all single-parent homes in 1992 (U.S. Bureau of the Census 1992a, 31-32).

Figure HB-3

Marital Status of Mothers of School-Age Children (Ages 6-17) Who Live With Their Mother Only, by Race and Ethnicity: 1992



SOURCE: U.S. Bureau of the Census (1992), *Marital Status and Living Arrangements: March 1992*, pp. 31-44. Calculations by ERS.

Across all racial and ethnic groups, for children ages 6-17 living with their mother only, 44.1 percent lived with a mother who was divorced; 25.2 percent lived in a household where the mother was never married; 25.0 percent lived in a household where the mother was married but the spouse was not present; and 5.7 percent lived in a home where the mother was widowed.

The percentage of mother-only homes falling into each marriage category varied by race/ethnicity. In terms of divorce in school-age mother-only homes, the white population had the highest proportion of children in divorced families (54.8 percent), followed by Hispanics at 34.8 percent, and blacks at 24.6 percent. The black population in mother-only homes had the highest proportion of never-married mothers (46.8 percent), followed by Hispanics at 27.5 percent, and whites at 13.1 percent.

The most consistent pattern in 1992 across all groups concerned marriage without the spouse being present, with about one-fourth of all mother-only homes reporting this marital status. Hispanic mother-only homes exceeded this trend by about six percentage points, with a married, spouse-absent rate of 31.5 percent. The percentage of mother-only homes where the mother was widowed fell below seven percent across all racial and ethnic groups.

A notable trend affecting school-age children's living arrangements is the increase in never-married women ages 18 to 44 having children; in 1982, 15 percent of never-married women had borne a child; this figure rose to 24 percent by 1992 (U.S. Bureau of the Census 1993, xv). This trend occurs for all racial and ethnic groups, and is found in all regions of the country (U.S. Bureau of the Census 1993, xv; Cohen 1993, 22).

Fertility Rates

The circumstances under which children are born, or birth factors, are useful to educators as indicators of educational challenges on the horizon. Figure HB-4 on page 132 presents information on women giving birth in the 12 months prior to June, 1992, by age groups and by selected demographic characteristics (U.S. Bureau of the Census 1993, ix). Fertility rates, defined as the number of women bearing a child per 1,000 women, are reported for each specified age or population group (U.S. Bureau of the Census 1993, viii).

Nationwide, the fertility rate was an estimated 62.9 births per 1,000 women ages 15 to 44 in the 12-month period ending June, 1992. The fertility rate was higher for women ages 15 to 29 years old, at 85.9 births per 1,000, than for women ages 30 to 44, at 42.9 births per 1,000.

Fertility rates differed by race and ethnicity across age categories. Of women ages 15 to 44, Hispanic women demonstrated the highest fertility rates, with 95.2 births per 1,000 women. In descending order, the next highest rates were for black women (69.2 per 1,000), Asian and Pacific Islander women (63.5 per 1,000), and white women (61.6 per 1,000).

In terms of marital status, the fertility rates were highest in married-couple families in which the husband was present, at 89.5 births per 1,000 women in this category. The second-highest fertility rate was for women who were married, but the husband was not present; this group had a fertility rate of 65.1 births per 1,000 women. Women outside of marriage showed the lowest fertility rates, with widowed or divorced women having a fertility rate of 26.7 births per 1,000 women, and women who had never married having a fertility rate of 35.1 births per 1,000 women.

Labor-force status also appears to have had an impact on fertility rates, with those women in the labor force demonstrating lower fertility rates (47.3 births per 1,000), than women not in the labor force (102.4 births per 1,000). Of those women in the labor force, unemployed women had a higher fertility rate (69.0 births per 1,000) than employed women (45.1 births per 1,000).

With the exception of a small increase in the middle-income bracket, fertility rates and family income are inversely related. Specifically, as family incomes increase, fertility rates decrease. At the lowest family income bracket, under $10,000, the fertility rate was 95.0 births per 1,000 women; at the highest family income bracket, $75,000 and over, the fertility rate was 42.8 births per 1,000. This pattern is interrupted by the slightly higher fertility rate of women in the $30,000 to $34,999 family income bracket, with a fertility rate of 60.5 births per 1,000. The highest fertility rate by family income category was for women ages 15 to 29 years old in the

Figure HB-4

Women Who Have Had a Child in the Last Year Per 1,000 Women, by Age and Selected Characteristics: June 1992

	15 to 44 years old		15 to 29 years old		30 to 44 years old	
CHARACTERISTIC	Number of Women*	Total births per 1,000	Number of Women*	Total births per 1,000	Number of Women*	Total births per 1,000
TOTAL, all women	58,614	62.9	27,312	85.9	31,302	42.9
RACE AND ETHNICITY						
White	48,157	61.6	22,102	82.3	25,056	44.0
Black	8,017	69.2	4,070	106.1	3,947	31.2
Hispanic**	5,555	95.2	2,915	124.8	2,640	62.4
Asian and Pacific Islander	1,827	63.5	832	68.5	996	59.2
MARITAL STATUS						
Currently married	31,378	87.7	9,209	175.7	22,268	51.9
Married, husband present	29,531	89.5	8,338	180.3	21,193	53.7
Married, husband absent[1]	2,347	65.1	871	131.8	1,475	25.7
Widowed or divorced	5,383	26.7	973	74.5	4,409	16.2
Never married	21,354	35.1	17,129	38.2	4,225	22.4
EDUCATION						
Less than high school	12,159	66.8	8,422	78.7	3,737	40.1
High school, 4 years	19,063	65.1	7,762	112.5	11,301	32.5
College: 1 or more years	27,392	59.7	11,128	72.7	16,264	50.8
No degree	12,422	58.6	6,362	71.5	6,060	45.0
Associate degree	3,982	55.5	1,420	86.6	2,562	38.3
Bachelor's degree	8,173	65.1	2,864	69.8	5,310	62.6
LABOR FORCE STATUS						
In labor force	41,988	47.3	18,324	64.5	23,665	33.9
Employed	38,189	45.1	15,906	60.9	22,233	33.7
Unemployed	3,849	69.0	2,418	88.1	1,432	36.7
Not in labor force	16,626	102.4	8,988	129.4	7,637	70.7
FAMILY INCOME						
Under $10,000	7,500	95.0	4,426	132.7	3,074	40.6
$10,000 to $19,999	9,201	69.9	4,946	102.8	4,255	31.7
$20,000 to $24,999	4,964	66.1	2,480	99.7	2,484	32.7
$25,000 to $29,999	4,492	56.8	2,086	85.8	2,406	31.7
$30,000 to $34,999	4,631	60.5	2,078	89.2	2,553	37.2
$35,000 to $49,999	10,677	57.9	4,444	69.1	6,233	49.9
$50,000 to $74,999	8,821	53.0	3,407	54.1	5,414	52.2
$75,000 and over	5,259	42.8	2,053	28.9	3,205	51.8
REGION OF RESIDENCE						
Northeast	11,831	61.0	5,465	74.7	6,366	49.3
Midwest	14,159	60.6	6,743	84.2	7,416	39.2
South	20276	62.5	9,481	89.4	10,795	38.9
West	12,348	68.0	5,623	92.9	6,724	47.2

*Numbers are in thousands. **Hispanics may be of any race. [1]Includes separated women.

SOURCE: U.S. Bureau of the Census (1993), *Fertility of American Women: June 1992*, p. ix.

lowest family income bracket, with a fertility rate of 132.7 births per 1,000; the lowest fertility rate was for women ages 15 to 29 with a family income of $75,000 and over (28.9 births per thousand women).

Geographically, the western region had the highest fertility rate, at 68.0 births per 1,000 women ages 15 to 44. The West's rate stands apart from the other three regions. The fertility rates in the South, Northeast, and Midwest were 62.5, 61.0, and 60.6 births per 1,000 women respectively.

Teenage Pregnancy

Teenage pregnancy has many repercussions for education. A teenage pregnancy can be devastating to the education of a student, as parental responsibilities take time away from studies. The burden on educators not only to educate the parent but also to provide social assistance or special programs for young parents may increase if teen pregnancy becomes more widespread. In addition, teen pregnancy tends to continue the cycle of disadvantage. When the children of these young parents enter the school system, they may be more likely than average to need special assistance and to face educational difficulties.

Figure HB-5 on page 134 shows the percentage of women ages 15-19 who had a child in the year ending June 1992, and the percentage of these women who were unmarried at the time of childbirth, by race and ethnicity (U.S. Bureau of the Census 1993, x, 12-14). Nationally, for all races, 3.8 percent of women ages 15-19 had a child during this period. The percentage of teenage mothers varied by race and ethnicity. The lowest figure was for the white population, at 3.4 percent, followed by 6.2 percent for the black population, and 7.3 percent for the Hispanic population.

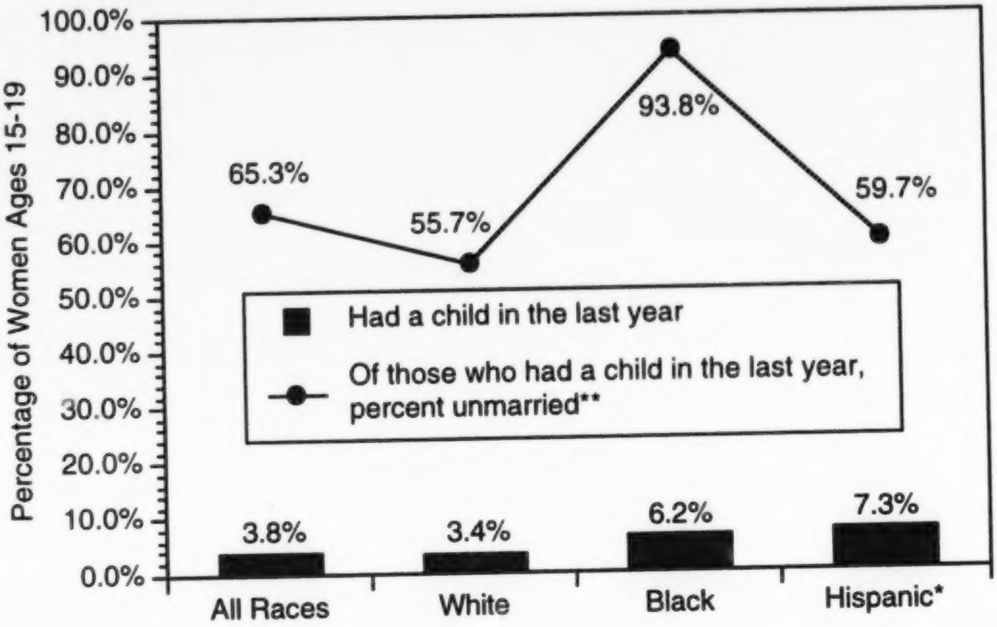
Some indication of the social support of young mothers is their marital status at the time of childbirth, with the assumption that when the parents are married the child's father will play a greater role in the child's upbringing. Figure HB-5 shows the percentage of women ages 15-19 who had a child in the year ending June 1992 who were unmarried, by race and ethnicity. The term "unmarried" includes those women who were widowed, divorced, or never married (U.S. Bureau of the Census 1993, x). The figures do not include married women whose spouses were absent from the household, and thus may understate the extent to which there is a lack of support in the home.

Among all women ages 15-19 who had a child, 65.3 percent were unmarried. The figures varied across racial and ethnic groups. The black population showed the largest proportion of unmarried teenage mothers, 93.8 percent. The figures for Hispanics and whites were 59.7 percent and 55.7 respectively.

While an annual pregnancy rate measures the number of women giving birth in any one-year period, in some instances there may already be another child at home, or more than one child may be born in a single year. A count of the total number of children that women have ever had accounts for these possibilities. Figure HB-6 on page 134 shows the percentage of women ages 15-19 by the number of children they have ever borne, by race and ethnicity (U.S. Bureau of the Census 1993, 1, 2). A relatively small proportion of women this age had more than one child; the figure ranged from 4.2 percent for black women to 0.8 percent for white women.

Figure HB-5

Percentage of Women Ages 15-19 Who Have Had a Child in the Last Year, and Percentage Who Were Unmarried at Time of Child's Birth, by Race and Ethnicity: June 1992



*May be of any race.

**Women widowed, divorced, or never married at the survey date.

SOURCE: U.S. Bureau of the Census (1993), *Fertility of American Women: June 1992*, pp. x, 12-14. Calculations by ERS.

Figure HB-6

Percentage of Women Ages 15-19 by Number of Children Ever Born to Them, by Race and Ethnicity: 1992

	Number of Women*	Number of Children Ever Born			
		None	One	Two	Three
All Races	8,186	92.7%	5.9%	1.2%	.2%
White	6,504	93.7%	5.5%	.7%	.1%
Black	1,313	86.9%	8.8%	3.4%	.8%
Hispanic	922	85.5%	12.4%	2.1%	-

*Numbers are in thousands.

SOURCE: U.S. Bureau of the Census (1993), *Fertility of American Women: June 1992*, pp. 1, 2.

Chapter 10: The Pre-School-Age Population

Chapter Highlights:

This chapter presents selected demographic data on the pre-school-age population, including the projected growth in this age group, changes in racial composition, poverty rates, and participation in preschool programs.

- From 1980 to 1990, the number of children in the U.S. who were *under age five* grew from 16.3 million to 18.9 million, and from 7.2 percent to 7.6 percent of the total population. By the year 2030, the number of children under five is projected to increase to 22.6 million. As a proportion of the total population, however, this population will decrease to 6.5 percent.
- Like the school-age population, the *under-five* age group will experience a change in racial/ethnic composition over the next 35 years. Of all children under five, whites will fall from 72 percent in 1980 to 48 percent in 2030; blacks will increase slightly from 15 percent to 17 percent; Hispanics will increase from 10 percent to 25 percent; and Asians/Pacific Islanders and American Indian, Eskimo, and Aleuts combined will increase from 2 percent to 9 percent.
- Regionally, in 1992 the West had the highest proportion of its total population *under age five* (8.6 percent), followed by the South (7.6 percent), the Midwest (7.5 percent), and the Northeast (7.3 percent).
- In 1992, 25.0 percent of the 23 million children *under age six* lived below the poverty rate. This proportion varied by racial/ethnic group: 53.1 percent of blacks, 42.6 percent of Hispanics, and 19.3 percent of whites under age six lived in poverty.
- Numerically, there were more white children *under age six* living in poverty (3.5 million) than black children (2.0 million) and Hispanic children (1.2 million) combined.
- By community type, central cities had the highest poverty rate for children *under age six* (36.1 percent), and suburban areas had the lowest poverty rate for this group (16.5 percent).
- From 1965 to 1992, the percent of children ages *three to five years old* who were enrolled in preprimary programs (nursery schools or kindergartens) rose from 27.1 percent to 55.5 percent. The proportion of children attending such programs for the full day rose from 6.4 percent in 1970 to 20.9 percent in 1992.
- Household income, parent(s)' education, and mother's employment status appear to have the greatest impact on preschool program participation. For example, in 1991, 87 percent of children ages three to six whose mothers were employed more than 35 hours a week were in a preschool program, compared with only 50 percent of children whose mothers were not in the labor force.

Since pre-school-age children are the future school-age population, the composition and status of this group is of great concern to public educators. In recent years, the national education goal that "all children will enter school ready to learn" has focused even more attention on the well-being of this age group.

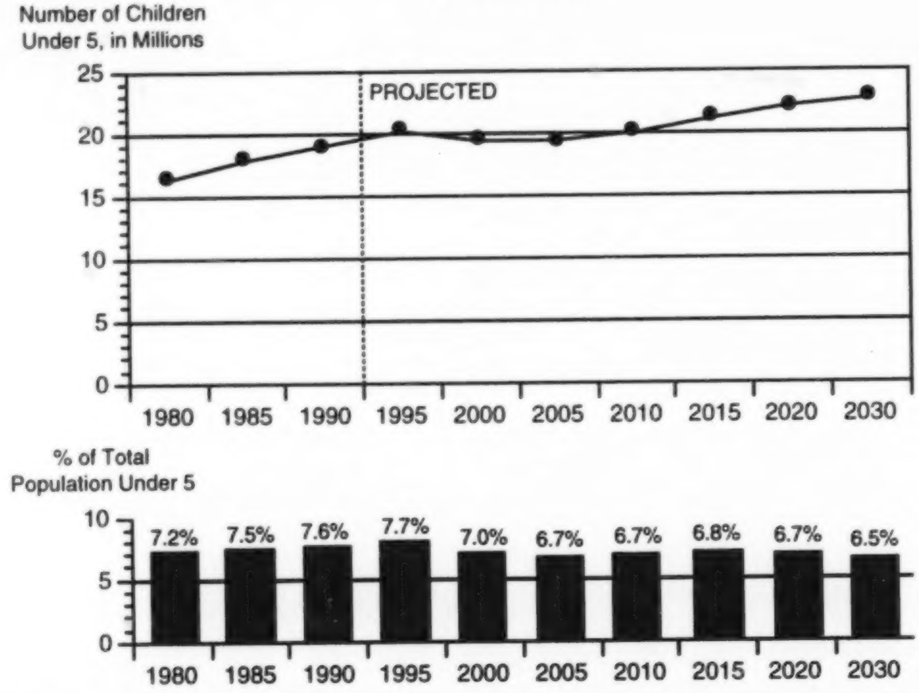
This chapter offers demographic data that shed light on the numbers of preschool children, the racial composition of this group, poverty rates, and participation in preschool programs. Data are included for various subgroups of this population (children under five; under six; three and four years old, etc.) depending on the way the data are available in the original sources.

National Trends and Projections

Figure PS-1 shows changes in the *under-five* population for the years 1980 to 2030 (U.S. Bureau of the Census 1993a, xvi, 40; 1993c, 15). Over the 10-year period from 1980 to 1990, the number of children under five years of age increased from an estimated 16.3 million to 18.9 million. This number is projected to increase to 22.6 million by the year 2030.

Figure PS-1

Children Under Age Five, by Number and by Percentage of the Total Population: 1980 to 2030



SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. xvi, 40; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States, 1993*, p. 15. Calculations by ERS.

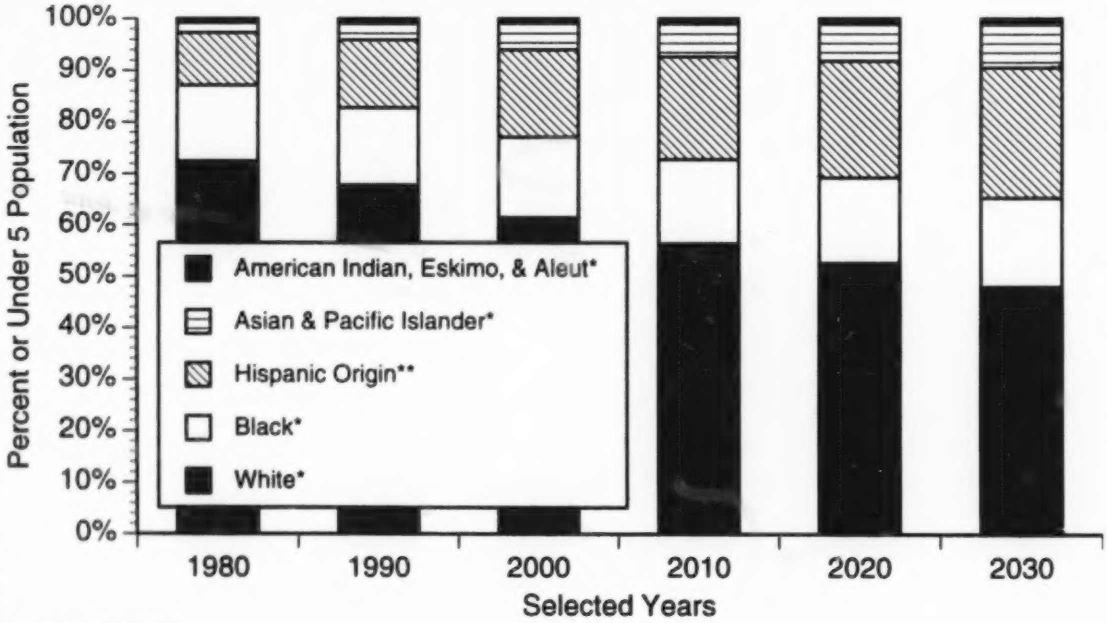
Children under five also grew as a percentage of the total population between 1980 and 1990, from 7.2 percent to 7.6 percent, and are projected to increase to 7.7 percent by 1995. Following 1995, however, children under age five are projected to decrease as a percentage of the total population, to 6.5 percent by 2030.

Racial Composition

The racial composition of the *under-five* age group is projected to follow the same trends as that of the total population, with an increase in the non-white racial groups both in number and as a percentage of the total population. Figure PS-2 shows estimated and projected racial composition figures for the years 1980 to 2030 in ten-year segments (U.S. Bureau of the Census 1993a, xvi, xxv-xxvi, 27, 39, 43, 47; 1993c, 22). The white racial group, estimated at 72 percent of the total population of children under age five in 1980 and 68 percent in 1990, is projected to continue dropping as a percentage of the total number of children under age five. By 2030, the under-five white population is projected to be just under half (48 percent)

Figure PS-2

Estimated and Projected Changes in Racial Composition of Under-Five Age Group: 1980 to 2030



*Non-Hispanic.
**Hispanics may be of any race.

SOURCE: U.S. Bureau of the Census (1993), *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, pp. xvi, xxv-xxvi, 27, 39, 43, 47; U.S. Bureau of the Census (1993), *Statistical Abstract of the United States, 1993*, p. 22.

of the total under-five population. The black population of children under age five is projected to increase modestly from 15 percent of the population in 1980 to 17 percent of the population in 2030, with a numerical increase of 1.5 million persons. The greatest numerical increase in children under age five between 1980 and 2030 is projected for the Hispanic population, up from an estimated 1.7 million in 1980 to 5.7 million by 2030. As a percentage of the total under-five population, Hispanic children will increase from an estimated 10 percent in 1980 to a projected 25 percent in 2030. In combination, the Asian and Pacific Islander population and the American Indian, Eskimo, and Aleut populations represented about 2 percent of the under-five population in 1980, and by 2030 are projected to represent about 9 percent of the population.

Regional and State Data

The 1993 projected regional distribution of children *under age five* is presented in Figure PS-3 on page 139 (U.S. Bureau of the Census 1994, 24). As was true with the school-age population, the largest proportion of all children in the U.S. under age five (34 percent) lived in the Southern region of the United States. The West and Midwest had nearly equal proportions of all children under age five (24 percent and 23 percent respectively), and the Northeast had the smallest proportion at 19 percent.

As for representation within each region, the under-five age group represented the largest proportion of the total population in the West (8.6 percent), followed by the South (7.6 percent), the Midwest (7.5 percent), and the Northeast (7.3 percent).

Table PS-1 on page 149 shows the projected number of children under five for each state in 1993, as well as the proportion of the total state population represented by children under five (U.S. Bureau of the Census 1994, 24). The highest proportion of children under five was found in Alaska at 10.0 percent, followed by Utah at 9.8 percent and California at 9.1 percent. The lowest proportion of persons under age five was West Virginia at 6.1 percent, followed by the District of Columbia and Maine at 6.6 percent each.

Poverty Among the Pre-School-Age Population

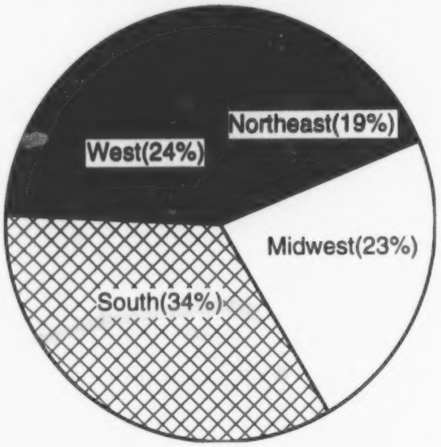
Information on the scope of poverty in the pre-school-age population can help educators and school leaders assess the level of effort and resources required to meet the special educational challenges presented by the effects of poverty. Figure PS-4 on page 140 shows the extent of poverty for related children *under age six* living in families, as presented in the U.S. Bureau of the Census publication *Poverty in the United States: 1992* (1993b, 16-19).

In 1992, 25.0 percent of the 23 million children under six living in families were poor (U.S. Bureau of the Census 1993b, 16). As Figure PS-4 shows, the poverty rate for these children varied by race. Black children experienced the highest poverty rate, with 53.1 percent of black children under age six living below the poverty level. The poverty rate among Hispanic children in this

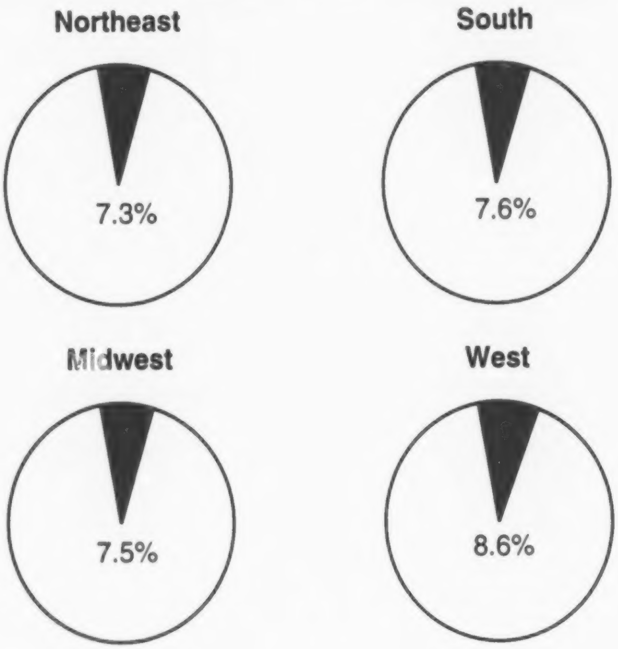
Figure PS-3

Proportion of Children Under Age Five by Region, and Proportion Within Each Region: 1993 Projections

Proportion of Children Under Age Five by Region



Proportion of Children Under Age Five Within Each Region



SOURCE: U.S. Bureau of the Census (1994), *Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2020*, p. 24.

demographic group was lower by nearly 10 percentage points at 42.6 percent. At 19.3 percent, white children under age six experienced the lowest poverty rate.

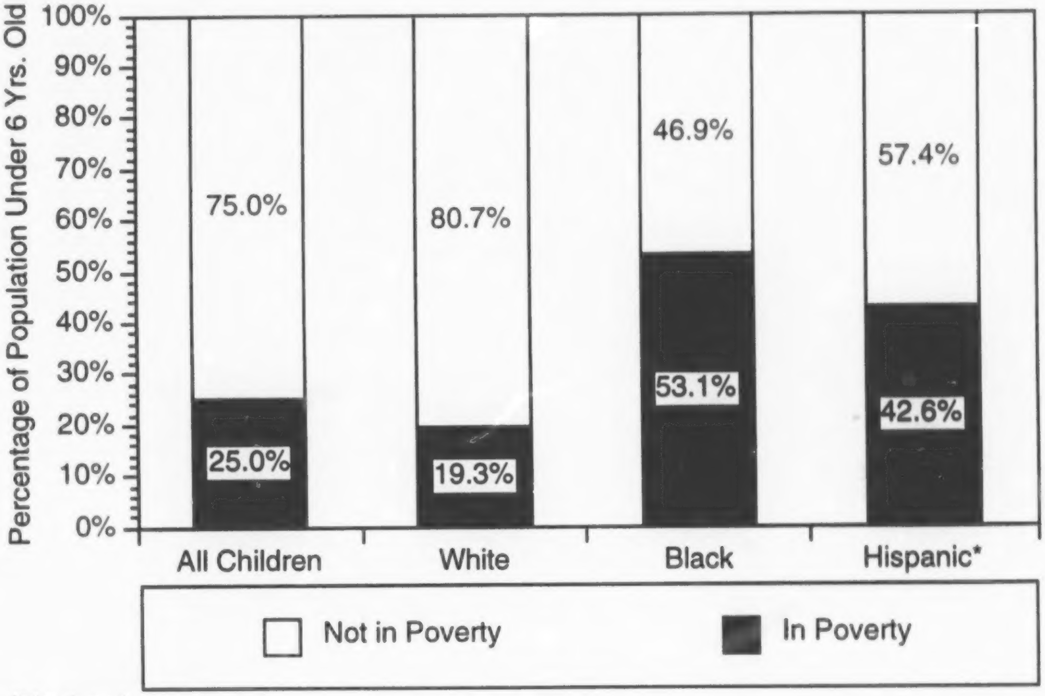
It is important to keep in mind that poverty rates often skew perceptions of poverty nationwide. The higher poverty rates for the black and Hispanic populations do not mean that most poor children are black or Hispanic, but rather describe the scope of poverty within these two groups. Numerically, there are more poor white children than in the other two groups combined, with 3.5 million white, 2.0 million black, and 1.2 million Hispanic children under age six living in poverty in 1992 (U.S. Bureau of the Census 1993b, 16-18). The best picture of poverty comes from an understanding of both rate and numerical data.

Geographic Location of Poor Pre-School-Age Children

Residential Areas — Data on the location of poor children are critical for directing resources. Figure PS-5 (page 141) presents information on the location of children *under age six* living in families in 1992, by metropolitan and non-metropolitan area residential categories and by race (U.S. Bureau of the Census 1993b, 39-42). For all

Figure PS-4

Poverty Rate for Children Under Age Six Living in Families, by Race/Ethnicity: 1992



*May be of any race.
SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. 16-19.

Figure PS-5

Residential Areas for Related Poor Children Under Age Six in Families: 1992

Residential Area	All Races	White	Black	Hispanic[1]
Metropolitan Area	24.4%	18.3%	51.9%	41.7%
Central City	36.1%	26.7%	57.5%	49.4%
Not in Central City	16.5%	14.1%	40.0%	31.5%
Non-Metropolitan Area	27.3%	22.7%	61.2%	52.8%

[1] May be of any race.

SOURCE: U.S. Bureau of the Census (1993), *Poverty in the United States: 1992*, pp. 39-42.

children in this category, the poverty rate was higher in non-metropolitan areas, at 27.3 percent, than within metropolitan areas, at 24.4 percent. Within metropolitan areas, however, central cities had a much higher poverty rate for children (36.1 percent) than did suburban areas (16.5 percent).

The pattern of higher poverty rates in central-city areas held consistent for the white population of children under six, but Hispanic and black children showed a different pattern; their poverty rate for this age group was highest in non-metropolitan areas. The highest single poverty rate, 61.2 percent, was found for black children living in non-metropolitan areas. White children living in suburban areas showed the lowest single poverty rate, at 14.1 percent.

State Poverty Data — Table PS-2 on page 150 shows the number of poor and the poverty rate for children *ages three to four*, by state, for the years 1980 and 1990 (U.S. General Accounting Office 1993, 60-63). In 1990, 1.4 million children ages three to four lived in poverty, an increase of 316,552 from the 1980 figure of 1.1 million children. This represented a 1.9 percent increase nationally in the poverty rate for this cohort of children, up from 18.0 percent in 1980 to 19.9 percent in 1990.

At the state level, 17 states and the District of Columbia experienced a decrease and 33 states experienced an increase in poverty rates for three to four year olds from 1980 to 1990. The greatest decrease occurred in New Jersey, with a drop of 4.5 percent between 1980 and 1990. West Virginia had the largest increase in the poverty rate for three to four year olds, with an increase of 11.0 percent, up from 19.4 percent in 1980 to 30.4 percent in 1990.

Thus, nationwide and in the majority of states, the poverty situation grew slightly worse for the three to four year old population between 1980 and 1990.

The highest poverty rates for three to four year olds in 1990, ranging from 30 to 35 percent, were found in four states: Mississippi (34.9 percent), Louisiana (33.3 percent), New Mexico (30.4 percent), and West Virginia (30.4 percent). A total of 14 states plus the District of Columbia had poverty rates of 20-29.9 percent for three to four year olds in 1990, and 32 states had poverty rates from 10-19.9 percent during this same year. Only one state, New Hampshire, with 8.7 percent, had a poverty rate for three to four year olds falling below 10 percent.

Preschool Participation and Programs

The desire to reach and educate children at a young age, the increasing entry of mothers into the workforce, poverty issues, and the increase in single parenthood all suggest a greater participation in preschool programs in the future. As is true with education at other age levels, the best programs for children under age five will likely be an issue of continuing debate. Information on the participation rates and present status of programs for young children reveals which groups are most likely to enroll in preschool programs and which groups may require further educational resources.

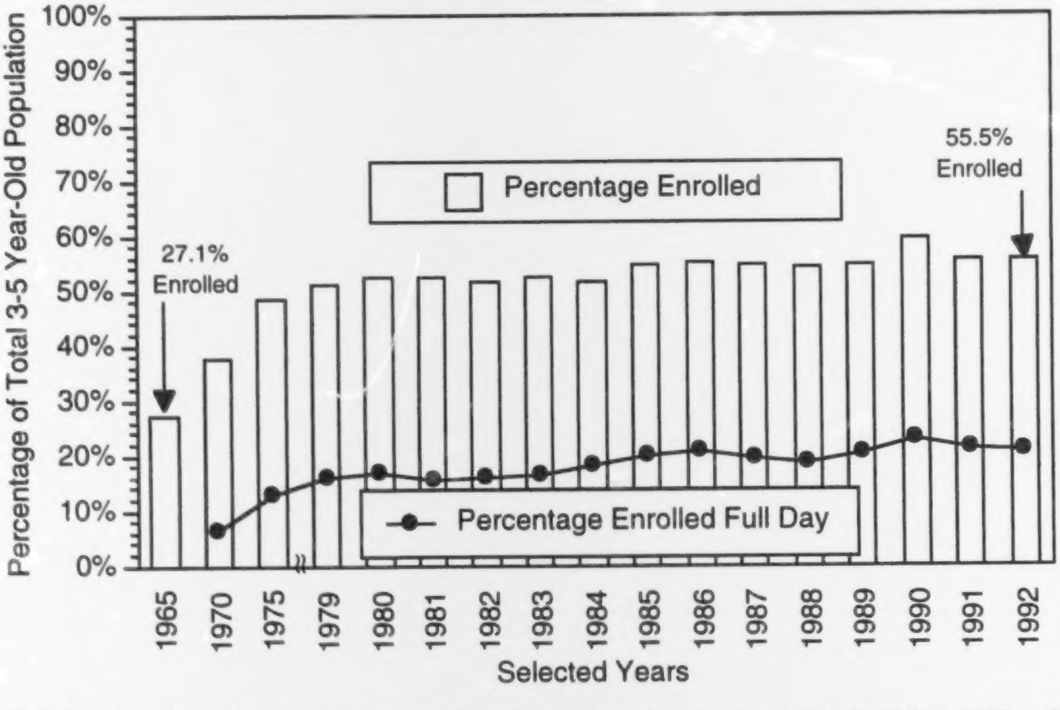
Preschool Enrollment by Level and Control of Program —

Figure PS-6 shows preprimary program (nursery school and kindergarten) enrollment from 1965 to 1992 for children ages *three to five years old,* and the percentage of those enrolled students attending for the full day (National Center for Education Statistics 1993a, 62).

Despite indications of a greater need for preprimary programs, data on nursery school and kindergarten attendance nationwide do not show great increases in enrollment in the last decade. Over the entire 27-year period shown in the figure, the percentage of three-to-five-year-old children who were enrolled

Figure PS-6

Enrollment of Children Ages Three to Five Years Old in Preprimary Programs, and the Percentage Attending Full-Day: 1979 to 1992



SOURCE: National Center for Education Statistics (1993), *Digest of Education Statistics: 1993,* p. 62. Calculations by ERS.

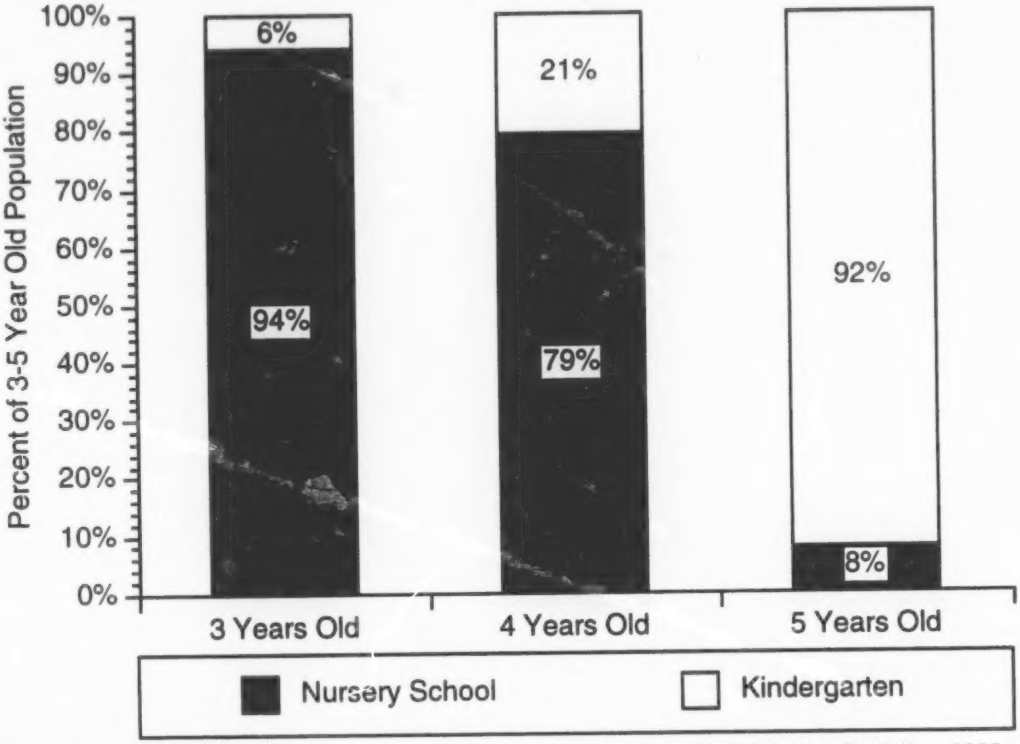
in nursery school or kindergarten nearly doubled. However, the bulk of the increase took place between 1965 and 1975, when the percentage of children enrolled in these two types of preprimary programs increased from 27.1 percent to 48.7 percent. Since 1979, small, gradual increases have been the pattern. By 1992, 55.5 percent of three-to-five year olds, a total of 6.4 million children, were enrolled in nursery school or kindergarten programs.

A similar pattern of rapid increase and leveling off is found in the data on the percentage of three-to-five year old children attending preprimary programs for the full day, also shown in Figure PS-6. Full-day participation rates increased from 6.4 percent in 1970 to 12.7 percent in 1975, and then to 15.9 percent in 1979. After 1979, rates increased slowly but steadily to a high of 23.0 percent in 1990, with a slight decline to 20.9 percent in 1992.

Whether a pre-school-age child is enrolled in nursery school or kindergarten depends largely on the age of the enrollee. Figure PS-7 shows the percent of all children in preprimary programs who were enrolled in nursery school or in kindergarten at ages three, four, and five in 1992 (National Center for Education Statistics 1993a, 62).

Figure PS-7

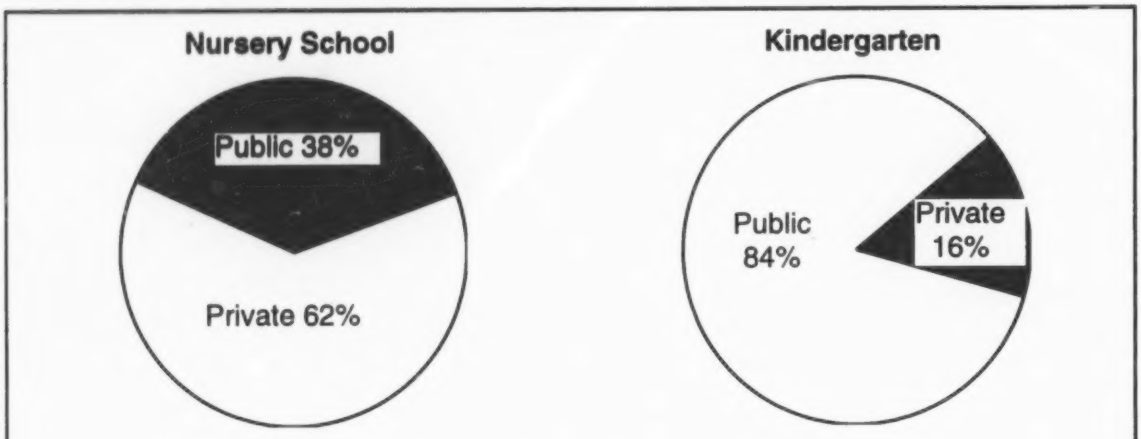
Of Children Enrolled in Preprimary Programs, Proportions Enrolled in Nursery School and in Kindergarten, Ages Three, Four, and Five: 1992



SOURCE: National Center for Education Statistics (1993), *Digest of Education Statistics: 1993*, p. 62.

Figure PS-8

Public or Private Control of Nursery Schools and Kindergartens: 1992



SOURCE: National Center for Education Statistics (1993), *Digest of Education Statistics: 1993,* p. 62. Calculations be ERS.

While the majority of these children ages three (94 percent) and four (79 percent) were enrolled in nursery schools, by age five most children in preprimary programs (92 percent) were in a kindergarten program.

Figure PS-8 shows the extent of public or private management of nursery schools and kindergartens in 1992 (National Center for Education Statistics 1993a, 62). Management of nursery schools relied more heavily on private control, with 62 percent of nursery schools operated by private agencies, and 38 percent publicly operated in 1991. A different pattern is found in kindergartens; 84 percent of kindergarten programs were run by public schools, compared with the 16 percent that were run by private agencies.

Characteristics of Preprimary Programs and Participants —

Further data on the characteristics of preprimary programs and the children who are enrolled in these programs are available from the National Household Education Survey, conducted by the National Center for Education Statistics in the spring of 1991 (National Center for Education Statistics 1993b, v). One goal of this survey was to provide comprehensive information on the care and education of children before they begin formal schooling.

Figures PS-9, PS-10, and PS-11 contain information gathered in the National Household Education Survey regarding preprimary educational or day care experiences of children ages three to six years old (National Center for Education Statistics 1993b, 9, 12, 16, 17, 20, 24, 29). For each topic in the tables, data are broken down by the children's age, race, household income, parent(s)' education, and mother's employment status.

Figure PS-9 on page 145 presents information on the percentage of children enrolled in child care or early education and the primary type of child care, by child and family characteristics. Nationwide, 68 per-

Figure PS-9 – Percentage of Pre-School-Age Children Enrolled in Child Care or Early Education, and Primary Type of Arrangement of Child Care, by Child and Family Characteristics: 1991

				Primary Care Type		
Characteristic	Number of Preschool Children (thousands)	Currently in care or education	Ever in care or education	Home-based care	Center-based care	No non-parental care
Total:	8,442	68%	80%	24%	44%	31%
Child's age:						
3 year olds	3,749	62%	74%	25%	36%	38%
4 year olds	3,636	73%	84%	23%	50%	26%
5 year olds	1,044	75%	85%	22%	52%	24%
6 year olds	14	-	-	-	-	-
Child's race/ethnicity:						
White, non-Hispanic	5,880	69%	81%	24%	44%	31%
Black, non-Hispanic	1,241	75%	82%	21%	53%	25%
Hispanic	1,002	59%	72%	25%	34%	41%
Other races	319	67%	82%	23%	43%	33%
Household income:						
$10,000 or less	1,495	58%	70%	16%	40%	42%
$10,001 to $20,000	1,439	64%	78%	24%	39%	36%
$20,001 to $30,000	1,717	61%	76%	24%	36%	38%
$30,001 to $40,000	1,325	70%	81%	24%	45%	29%
$40,001 to $50,000	936	77%	84%	28%	46%	23%
$50,001 to $75,000	975	85%	90%	28%	55%	15%
More than $75,000	556	91%	94%	25%	64%	9%
Parent's education:						
Less than high school	789	48%	63%	20%	28%	52%
High school or equivalency	2,744	63%	75%	25%	36%	38%
Vocational/technical or some college	2,554	72%	83%	24%	47%	28%
College graduate	1,281	79%	86%	23%	55%	21%
Graduate or professional school	1,020	84%	89%	23%	58%	16%
Mother's employment status:						
Works 35 hours per week or more	2,795	87%	93%	40%	44%	13%
Works less than 35 hours per week	1,908	77%	85%	31%	45%	23%
Looking for work	518	49%	77%	8%	41%	51%
Not in labor force	3,014	50%	64%	6%	44%	50%

SOURCE: National Center for Education Statistics (1993), *Profile of Preschool Children's Child Care and Early Education Program Participation*, pp. 9, 24.

cent of children ages three to six were in non-parental care or education in 1991: 44 percent in center-based care, and 24 percent in home-based care. Four to five year olds had the highest participation rates; by six years of age, most children had moved out of preschool programs, and thus were not part these figures.

There were some notable differences in preschool program attendance by racial/ethnic group. Black children had the highest overall current participation rates (75 percent), the highest rates in center-based child care (53 percent), and the lowest rates of "no non-parental care" (25 percent). Hispanic children show an opposite pattern, with the lowest percentage in any kind of child care or education (59 percent), the lowest percentage in center-based care (34 percent), and the highest percentage reporting "no non-parental care" (41 percent).

Figure PS-9 shows that household income, parent(s)' education, and mother's employment status have an impact on preschool program participation. Fully 91 percent of children with a household income in the highest bracket were in care or education, compared with 58 percent in the lowest income bracket. A similar pattern is found for parents' education. More educated parents were more likely to place their children in some type of preschool program; children whose parents had graduate or professional degrees had an 84 percent current participation rate in preschool programs, compared to 48 percent for children whose parents had less than a high school education. Also, 87 percent of children whose mothers worked more than 35 hours per week were in a preschool program, compared to 50 percent of those children whose mothers were not in the labor force.

The amount of time children spent each week in care or education in 1991 is described in Figure PS-10 on page 147. On average, children in preschool programs spent 19 hours per week in their care or education setting. As for the distribution of hours, most preschool program children were in care or education either a half week of no more than 19 hours (59 percent) or close to a full week at 35 hours or more (27 percent), with only 14 percent in the middle range of 20 to 34 hours per week. Children with high household incomes, highly educated parents, and mothers working 35 hours per week or more spent the most time in preschool programs.

Figure PS-11 on page 148 shows the 1991 rates of participation for two types of center-based programs — day care centers and nursery schools. Mean group size and mean child-staff ratio data are also presented. As the table shows, 35 percent of pre-school-age children attended nursery schools only, 14 percent attended day care centers only, and another 4 percent attended both. The mean group size in these programs was 15 participants, and the mean child-staff ratio was seven to one. The data also suggest that the higher the income level and educational level of the parents, the more likely the child was to attend a nursery school rather than a day care center.

Figure PS-10 – Average Hours and Distribution of Hours Per Week Spent in Non-Parental Care or Education, by Child and Family Characteristics: 1991

Characteristic	Number of preschool children in childcare or education (thousands)	Average weekly hours (mean)	Distribution of Hours		
			1 to 19 hours	20 to 34 hours	35 or more hours
Total:	5,719	19	59%	14%	27%
Child's age:					
3-year-olds	2,276	18	61%	12%	27%
4-year-olds	2,645	20	57%	16%	28%
5-year-olds	784	20	56%	17%	26%
6-year-olds	14	-	-	-	-
Child's race/ethnicity:					
White, non-Hispanic	4,028	18	60%	14%	25%
Black, non-Hispanic	917	25	43%	18%	39%
Hispanic	562	17	64%	10%	26%
Other races	212	18	65%	14%	21%
Household income:					
$10,000 or less	836	15	66%	15%	19%
$10,001 to $20,000	894	19	58%	13%	30%
$20,001 to $30,000	1,047	17	63%	13%	24%
$30,001 to $40,000	910	19	60%	13%	27%
$40,001 to $50,000	717	21	53%	17%	30%
$50,001 to $75,000	817	23	51%	13%	35%
More than $75,000	497	26	45%	18%	36%
Parent's education:					
Less than high school	364	13	71%	11%	18%
High school or equivalency	1,672	18	62%	13%	25%
Vocational/technical or some college	1,819	21	54%	16%	30%
College graduate	992	21	57%	12%	31%
Graduate or professional school	841	22	53%	18%	29%
Mother's Employment Status:					
Works 35 hours per week or more	2,413	34	26%	12%	62%
Works less than 35 hours per week	1,454	17	58%	27%	15%
Looking for work	245	9	78%	14%	8%
Not in labor force	1,450	7	87%	8%	5%

SOURCE: National Center for Education Statistics (1993), *Profile of Preschool Children's Child Care and Early Education Program Participation. National Household Education Survey,* p. 12.

Figure PS-11 – Percentage of Pre-School-Age Children Attending Center-Based Programs, by Child, Family, and Program Characteristics: 1991

Characteristic	Number of preschool children (thousands)	Total attending any center-based program	Type of center-based program			Mean group size	Mean child-staff ratio
			Attending day care center, not nursery school	Attending nursery school, not day care center	Attending both		
	8,442	53%	14%	35%	4%	15	7
Child's age:							
3 year olds	3,749	42%	15%	24%	4%	14	7
4 year olds	3,636	60%	13%	43%	5%	15	8
5 year olds	1,044	64%	11%	46%	6%	15	8
6 year olds	14	-	-	-	-	-	-
Child's race/ethnicity:							
White, non-Hispanic	5,880	54%	13%	36%	5%	14	7
Black, non-Hispanic	1,241	58%	21%	35%	3%	7	
Hispanic	1,002	39%	10%	27%	3%	17	8
Other races	319	53%	10%	36%	6%	16	7
Household income:							
$10,000 or less	1,495	45%	11%	31%	3%	16	7
$10,001 to $20,000	1,439	44%	13%	28%	4%	15	7
$20,001 to $30,000	1,717	45%	13%	28%	4%	15	8
$30,001 to $40,000	1,325	53%	14%	34%	6%	14	7
$40,001 to $50,000	936	60%	18%	38%	4%	14	7
$50,001 to $75,000	975	68%	15%	47%	7%	14	7
More than $75,000	556	80%	15%	57%	9%	14	7
Parent's education:							
Less than high school	789	30%	7%	23%	1%	16	7
High school or equivalency	2,744	57%	12%	29%	3%	15	7
Vocational/technical or some college	2,554	56%	16%	34%	5%	15	7
College graduate	1,281	65%	16%	44%	5%	14	7
Graduate or professional school	1,020	73%	15%	51%	8%	14	7
Mother's employment status:							
Works 35 hours per week or more	2,795	60%	25%	28%	7%	17	7
Works less than 35 hours per week	1,908	58%	12%	40%	6%	14	7
Looking for work	518	43%	9%	32%	2%	15	7
Not in labor force	3,014	45%	5%	39%	2%	15	7

SOURCE: National Center for Education Statistics (1993), *Profile of Preschool Children's Child Care and Early Education Program Participation*, pp. 20, 29.

Table PS-1

Total State Population, Number of Children Under Age Five, and Percentage of State Population Under Age Five: 1993 Projection

(Numbers are in thousands)

		Children Under 5	
State	Total Population	Number	Percent
U.S. TOTAL	257,927	19,917	8.0%
Alabama	4,182	311	7.4%
Alaska	603	60	10.0%
Arizona	3,915	331	8.5%
Arkansas	2,422	174	7.2%
California	31,399	2,846	9.1%
Colorado	3,551	266	7.5%
Connecticut	3,278	241	7.4%
Delaware	699	54	7.7%
D.C.	577	38	6.6%
Florida	13,730	954	6.9%
Georgia	6,871	544	7.9%
Hawaii	1,179	95	8.1%
Idaho	1,097	86	7.8%
Illinois	11,708	919	7.8%
Indiana	5,717	416	7.3%
Iowa	2,828	195	6.9%
Kansas	2,548	192	7.5%
Kentucky	3,787	265	7.0%
Louisiana	4,312	346	8.0%
Maine	1,236	82	6.6%
Maryland	4,966	396	8.0%
Massachusetts	5,992	432	7.2%
Michigan	9,485	742	7.8%
Minnesota	4,527	337	7.4%
Mississippi	2,632	207	7.9%
Missouri	5,224	380	7.3%
Montana	836	59	7.1%
Nebraska	1,619	120	7.4%
Nevada	1,379	108	7.8%
New Hamp.	1,118	82	7.3%
New Jersey	7,836	587	7.5%
New Mexico	1,614	138	8.6%
New York	18,140	1,383	7.6%
North Carolina	6,946	503	7.2%
North Dakota	636	44	6.9%
Ohio	11,080	803	7.2%
Oklahoma	3,231	235	7.3%
Oregon	3,030	217	7.2%
Pennsylvania	12,050	821	6.8%
Rhode Island	1,004	71	7.1%
South Carolina	3,647	280	7.7%
South Dakota	719	56	7.8%
Tennessee	5,093	359	7.0%
Texas	17,983	1,530	8.5%
Utah	1,859	182	9.8%
Vermont	573	40	7.0%
Virginia	6,468	479	7.4%
Washington	5,255	400	7.6%
West Virginia	1,816	111	6.1%
Wisconsin	5,058	363	7.2%
Wyoming	473	35	7.4%

SOURCE: U.S. Bureau of the Census (1994), *Population Projections for States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2020*, p. 24. Calculations by ERS.

Table PS-2 – Changes in Numbers of Poor Children Ages Three to Four and Poverty Rates for Children Ages Three to Four, by State: 1980 to 1990

	Number of Poor 3-4 Year Olds			Poverty Rate for 3-4 Year Olds		
State	1980	1990	Change, 1980-1990	1980	1990	Change, 1980-1990
U.S. TOTAL	1,119,639	1,436,191	316,552	18.0%	19.9%	1.9%
Alabama	28,369	28,717	348	26.5%	25.5%	-1.0%
Alaska	2,016	2,620	604	14.4%	12.2%	-2.2%
Arizona	14,680	27,833	13,153	18.5%	24.3%	5.8%
Arkansas	16,421	18,321	1,900	24.0%	27.5%	3.5%
California	113,314	175,206	61,892	17.8%	19.2%	1.4%
Colorado	10,901	17,483	6,582	13.4%	17.2%	3.8%
Connecticut	10,257	10,383	126	14.1%	11.8%	-2.3%
Delaware	2,751	2,575	-176	17.8%	13.6%	-4.2%
D.C.	3,630	3,497	-133	28.4%	25.6%	-2.8%
Florida	45,981	65,927	19,946	21.2%	19.9%	-1.3%
Georgia	35,561	42,238	6,677	22.1%	21.9%	-0.2%
Hawaii	4,538	4,098	-440	15.8%	12.6%	-3.2%
Idaho	5,622	6,095	473	16.2%	18.4%	2.2%
Illinois	54,549	62,431	7,882	17.0%	18.7%	1.7%
Indiana	22,964	25,815	2,851	14.2%	16.2%	2.0%
Iowa	10,969	12,993	2,024	13.4%	16.6%	3.2%
Kansas	8,703	12,523	3,820	12.9%	16.3%	3.4%
Kentucky	24,779	27,727	2,948	22.6%	27.2%	4.6%
Louisiana	32,377	45,800	13,423	23.8%	33.3%	9.5%
Maine	5,451	5,792	341	18.1%	16.3%	-1.8%
Maryland	14,265	16,647	2,382	13.9%	12.1%	-1.8%
Massachusetts	21,002	24,115	3,113	16.0%	15.0%	-1.0%
Michigan	43,019	57,968	14,949	16.4%	20.8%	4.4%
Minnesota	14,165	19,952	5,787	12.3%	14.6%	2.3%
Mississippi	24,968	28,040	3,072	30.1%	34.9%	4.8%
Missouri	21,845	29,153	7,308	16.3%	19.8%	3.5%
Montana	3,960	5,828	1,868	16.4%	23.7%	7.3%
Nebraska	6,294	7,857	1,563	13.3%	16.1%	2.8%
Nevada	2,216	5,269	3,053	10.8%	14.9%	4.1%
New Hampshire	2,550	2,906	356	10.8%	8.7%	-2.1%
New Jersey	29,823	24,504	-5,319	16.5%	12.0%	-4.5%
New Mexico	9,920	15,525	5,605	23.0%	30.4%	7.4%
New York	97,565	100,806	3,241	22.3%	20.9%	-1.4%
North Carolina	31,139	33,001	1,862	19.5%	18.6%	-0.9%
North Dakota	3,107	3,787	680	15.5%	19.0%	3.5%
Ohio	47,456	64,385	16,929	15.7%	20.4%	4.7%
Oklahoma	15,088	21,943	6,855	16.8%	24.0%	7.2%
Oregon	10,844	14,518	3,674	14.7%	18.0%	3.3%
Pennsylvania	45,469	55,029	9,560	15.8%	17.4%	1.6%
Rhode Island	3,669	4,092	423	16.7%	16.0%	-0.7%
South Carolina	19,833	22,769	2,936	21.3%	22.6%	1.3%
South Dakota	4,761	5,201	440	22.0%	23.0%	1.0%
Tennessee	27,420	30,494	3,074	21.6%	23.0%	1.4%
Texas	87,178	141,579	54,401	19.5%	25.5%	6.0%
Utah	8,267	10,348	2,081	12.4%	15.2%	2.8%
Vermont	2,376	2,215	-161	17.2%	13.4%	-3.8%
Virginia	22,306	24,592	2,286	16.1%	14.3%	-1.8%
Washington	15,860	24,000	8,140	14.0%	16.6%	2.6%
West Virginia	11,167	13,367	2,200	19.4%	30.4%	11.0%
Wisconsin	16,956	25,564	8,608	12.9%	17.2%	4.3%
Wyoming	1,318	2,669	1,351	8.2%	18.4%	10.2%

SOURCE: U.S. General Accounting Office (1993), *Poor Preschool-Aged Children: Numbers Increase but Most Not in Preschool*, pp. 60-63.

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Appendix A: Statistical Notes

Demographic Factors in American Education draws on a variety of information sources to provide both an overview and specific details about the demographic characteristics of America's students. A consequence of using a number of data sources are inconsistencies in the details of the demographic populations examined, since each source groups data in a manner that best suits the goals of the authors of that text. Even when data are taken from a single source, seeming inconsistencies can appear. Specifically, the reader may notice the following differences:

- *Age Groupings*. The preferred age grouping to use when examining school-age children is ages 5-17, which describes when students are just entering and just about to exit or just exiting the nation's public educational system. Whenever possible, this age grouping was employed to describe the school-age population. However, some data sources use different grouping such as ages 5-19, or ages 6-17.
- *Race/Ethnicity Groupings*: Grouping and analyzing data by race and/or ethnicity becomes an increasingly difficult task as the nation becomes more diverse. Some data sources cover only the three largest groups: whites, blacks, and Hispanics. Other data sources provide data on whites, blacks, Hispanics, and "other," while still other sources include data for Asian/Pacific Islanders and American Indian, Eskimo, and Aleut populations. Further complications arise due to the difference between race and ethnicity; a person might report himself or herself as both "white" and "Hispanic," which leads many texts to indicate in a footnote that "Hispanics may be of any race." Thus, when a data source indicates responses for both whites and Hispanics, data from a person who is both white and Hispanic may be listed twice. The most detailed data sources provide data on "non-Hispanic whites," "non-Hispanic blacks," "Hispanics," and other racial groupings.
- *Year Groupings:* An effort has been made in this text to use data describing a single year, 1992. However, not all sources presented 1992 data, nor were updates of these sources likely to present 1992 data consistent with the timely production of this document. Also, data for a particular year may represent data for a 12-month period that did not begin in January and end in December. Presenting data that describe a school year is particularly open to two-year data groupings, since school years begin in one year and end in the next. Finally, some sources may present data that describe that population for one month of a particular year, such as June 1992.
- *Familial Groupings*: The changing structure of the American family has led some data sources to present data based on the family structure in the home, using grouping such as "in families, married-couple families, families with female householder, no spouse present, unrelated subfamilies, and unrelated individuals" to categorize data. Further, the terms "own" and "related" may be used to describe the relationship of children to a specified householder. "Related" children is the broader category, including "own" children and all children related to the householder by blood, marriage, or adoption. Typically, "related children under 18 in families" is the most inclusive term when familial groupings are used. However, readers should be aware of which combination of familial grouping and age group terms are being used to describe the school-age population when data are presented.

In response to these differences among data sources, ERS has provided citations for the original sources of all data used in this document. Age, race/ethnicity, and year grouping definitions are presented for each chart and table as they were presented in the original source document. These steps were taken both to provide clarity on the specifics of the data presented, and as a matter of ethics and respect for the authorship and integrity of the source document.

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